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ABSTRACT

The career activities guide in language arts, part of an Idaho State Department of Vocational Education career exploration series for grades 7, 8, and 9, is designed as supplementary material to enrich the regular curriculum. Any one activity in the guide might be used without involving any other activities. The cross-referenced index indicates grades, subject, career cluster, occupation, and, in most instances, subject concept. Performance objectives, activity situation and steps, materials, and special recommendations are outlined for the various job titles. Also included are terminology and activity sheet class handouts. Career clusters included are: home economics and consumer; industrial arts; arts, crafts, and humanities; business occupations; communications and media; hospitality and recreation; environmental control; personal service; manufacturing; transportation; health occupations; public service; agriculture and natural resources; marine science; marketing and distribution; construction; miscellaneous activities. Subject concepts involve various aspects of language arts such as creative and descriptive writing, written and verbal directions, observational and organizational skills, reading and speaking skills, vocabulary, decision making, problem solving, listening, and role playing. (EA)

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CAREER ACTIVITIES IN LANGUAGE ARTS

GRADES 7·8·9

CE003823

BOISE SCHOOLS

BOISE IDAHO

PREFACE

The Career Exploration curriculum in this book was developed through a grant from the Idaho State Department of Vocational Education from March 11, 1974 through June 30, 1974. The activities were written by Boise Independent School District personnel.

The activities included are some of the ideas relating to careers which are being used to some degree in many classrooms. It is the purpose of this program to gather and develop many of these ideas and make them available to all seventh, eighth and ninth grade teachers in an integrated format within mathematics, science, language arts and social science.

Any one activity in the book might be used by a teacher or student without involving any other activities. They are designed to enrich the regular curriculum and can be "plugged in" where they seem appropriate. The cross-reference index will indicate grade, subject, career cluster, occupation and, in most instances, subject concept.

ACKNOWLEDGEMENTS

The activities in this guide were developed and written by the following Boise Independent School District personnel:

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DIRECTIONS FOR USE OF THIS GUIDE

The purpose of this guide is to help show relationships between school subjects and practical application through simulated activities. These activities are meant to be an enrichment supplement to the regular school curriculum, taught at those times when the instructor determines they are most applicable to that subject's concepts.

The activities were written to be used in four subject areas; mathematics, science, social sciences and language arts; and in grades seven, eight and nine. The intent is to involve all fifteen occupational cluster areas, as designated by the U. S. Office of Education, with these four subject areas in the three grade levels. They can be used as entire class activities, small group assignments or individual study.

The following pages contain cross-referencing of the activities in this guide:

Activity number with cluster, job and concept reference--pages ii through xiii

Subject concepts with activity reference number--pages xiv through xv.

Career Exploration Project
June 30, 1974

SUBJECT LANGUAGE ARTS GRADE 7

#	CLUSTER	JOB AREA	SUBJECT CONCEPT
7 A 1	Home Economics & Consumer	Fashion Designer	descriptive writing
A 2	Home Economics & Consumer	Home Economics Teacher	writing, organizing
A 3	Home Economics & Consumer	Food Service Consultant	spelling, descriptive writing
A 4	Home Economics & Consumer	Home Economist, Homemaker	writing directions
A 5		Interior Decorator	adjectives
A 6	Home Economics & Consumer	Homemaker	dictionary work, vocabulary
A 7		Chef	terminology
B 1	Industrial Arts	Bookbinder	ways of binding a book
B 2	Industrial Arts	Printer	business cards, spelling, letter style
B 3	Industrial Arts	Printer	layout, spelling

Career Exploration Project
June 30, 1974

SUBJECT LANGUAGE ARTS GRADE 7

# CLUSTER	JOB AREA	SUBJECT CONCEPT
7 B 4 Industrial Arts	Bookbinder	color design
B. Industrial Arts		
C 1 Arts, Crafts, Humanities	Window Designer	descriptive writing
C 2 Arts, Crafts, Humanities	Author	illustrations for children's coloring book
C 3 Arts, Crafts, Humanities	Artist or Craftsman	form letters, descriptive writing, spelling
C 4 Arts, Crafts, Humanities	Artist or Craftsman	descriptive writing, spelling
C 5 Arts, Crafts, Humanities	Graphic Designer	communication through symbols
C 6 Arts, Crafts, Humanities	Card Designer	poetry & spelling
D 1 Business Occupations	File Clerk	reading directions, alphabetizing

Career Exploration Project
June 30, 1974

SUBJECT LANGUAGE ARTS GRADE 7

#	CLUSTER	JOB AREA	SUBJECT CONCEPT
E 1	Communications & Media	TV & Radio Announcer Journalist	seven parts of speech, complete sentences
E 2		Author	creative writing
F 1	Hospitality & Recreation	Travel Agent	differences in the English language
G 1	Environmental Control	Building Inspector	observation of details, letter writing
G 2		Botanist	categorizing
H 1	Personal Service	Counselor, Psychiatrist	writing to convince
H 2		Caterer	arrangement & prior planning
H 3		Child Care Attendant	verbal directions
H 4		Census Taker	gathering data
I.	Manufacturing		
J 1/2	Transportation	(2) Air Traffic Controller	abbreviations, speaking voice
K 1	Health Occupations	Physical Therapist	abbreviations, descriptive writing
L 1	Public Service	Policeman	written descriptions of people & property
L 2		Auctioneer	importance of listening & speaking
L 3		Mailman or Postal Carrier	organization of work, word association

Career Exploration Project
June 30, 1974

SUBJECT L A N G U A G E A R T S GRADE 7

#	CLUSTER	JOB AREA	SUBJECT CONCEPT
7 M 1	Agriculture & Natural Resources	Landscape Architect	spelling, descriptive writing
N 1	Marine Science	Florist	reading & following directions
N 2		Oyster Farmer	vocabulary, spelling
O 1	Marketing & Distribution	Salesman	speaking to convince
P 1	Construction	Electronics Engineer	reading & following simple directions
Q 1	Miscellaneous Activities	Various Occupations	spelling
Q 2		Various Occupations	creative writing

Career Exploration Project
June 30, 1974

SUBJECT LANGUAGE ARTS GRADE 8

#	CLUSTER	JOB AREA	SUBJECT CONCEPT
8 A 1	Home Economics & Consumer	Consumer Specialist	fast reading
A 2	Home Economics & Consumer	Interior Decorator	description (adjectives, adverbs)
A 3	Home Economics & Consumer	Home Economist	speaking
A 4	Home Economics & Consumer	Home Ec. Journalist	descriptive language
A.	Home Economics & Consumer		
B 1	Industrial Arts	Mechanic	filling out forms
B 2	Industrial Arts	Telegraph Operator	communication methods
B 3	Industrial Arts	Architect	following directions

Career Exploration Project
June 30, 1974

SUBJECT LANGUAGE ARTS GRADE 8

# CLUSTER	JOB AREA	SUBJECT CONCEPT
8 B 4 Industrial Arts	Plumber	using & ordering from catalog
B. Industrial Arts		
C 1 Arts, Crafts, Humanities	Graphic Designer	advertising principals
C 2 Arts, Crafts, Humanities	Reporter	writing
C 3 Arts, Crafts, Humanities	Copy Editor	punctuation, spelling, grammar
C 4 Arts, Crafts, Humanities	Cartoonist	visual communication
C 5 Arts, Crafts, Humanities	Newspaper Reporter	journalism jargon
D 1 Business Occupations D 2/3	Office Occupations	vocabulary terms
	(2) Secretary	business letter writing

Career Exploration Project
June 30, 1974

SUBJECT LANGUAGE ARTS GRADE 8

#	CLUSTER	JOB AREA	SUBJECT CONCEPT
E 1	Communications & Media	Communications Occupations	vocabulary terms
E 2		Disc Jockey	oral communication
F 1	Hospitality & Recreation	Travel Agent	visual & written communication
G 1	Environmental Control	Meteorologist	symbols' use in communication
H 1	Personal Service	Post Office Clerk	vocabulary terms
H 2		Counselor	verbal communication
I 1	Manufacturing	Shipping Clerk	filling out forms, following directions
J 1	Transportation	Stewardess	vocabulary terms
K 1	Health Occupations	Medical Occupations	vocabulary terms
K 2		Meat Inspector	research techniques
L 1/2/3	Public Service	Counselor - Psychologist (3)	decision-making, behavior change
L 4		Counselor - Educator	decision-making, self-development
L 5		Public Service Occupations	vocabulary terms

Career Exploration Project
June 30, 1974

SUBJECT LANGUAGE ARTS GRADE 8

#	CLUSTER	JOB AREA	SUBJECT CONCEPT
8 M 1	Agriculture & Natural Resources	Agricultural Occupations	vocabulary terms
N	Marine Science		
O 1	Marketing & Distribution	Advertising	visual communications
P 1	Construction	Engineer	transferring information correctly
Q 1	Miscellaneous Activities	Occupations of the Future	vocabulary terms

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June 30, 1974

SUBJECT L A N G U A G E A R T S GRADE 9

#	CLUSTER	JOB AREA	SUBJECT CONCEPT
9 A 1	Home Economics & Consumer	Restaurant Manager Homemaker	problem solving
A 2	Home Economics & Consumer	Home Economist	fact finding data
A 3	Home Economics & Consumer	Chef Cook	following instructions
A 4	Home Economics & Consumer	Chef Restaurant Worker	inventing recipes
A 5	Home Economics & Consumer	Textile Worker	technological advancement
B 1	Industrial Arts	Woodworker	organization, sequencing, vocabulary
B 2	Industrial Arts	Cabinet Maker	writing
B 3	Industrial Arts	Fiddle Maker	Careful reading, following directions

Career Exploration Project
June 30, 1974

SUBJECT L A N G U A G E A R T S GRADE 9

#	CLUSTER	JOB AREA	SUBJECT CONCEPT
9B 4	Industrial Arts	Auto Assembly Line Worker	role playing
B 5	Industrial Arts	Art Craftsman	research
C 1	Arts, Crafts, Humanities	Artist Craftsman	how to use color value to create form
C 2	Arts, Crafts, Humanities	Art Collector Antique Collector	recognition of past art objects
C 3	Arts, Crafts, Humanities	Song Writer Poet	universality of message in music
C 4	Arts, Crafts, Humanities	Candle Maker	following directions
C.	Arts, Crafts, Humanities		
D 1	Business Occupations	Personnel Manager	reading & writing with understanding
D 2		Hardware Salesperson	convincing

Career Exploration Project
June 30, 1974

SUBJECT LANGUAGE ARTS GRADE 9

#	CLUSTER	JOB AREA	SUBJECT CONCEPT
E 1	Communications & Media	Sportswriter, Coach	Abbreviations
E 2		TV Newsman, Reporter	Occupations having specialized vocabulary
F 1	Hospitality & Recreation	Camp Counselor	organizing activities
G 1	Environmental Control	Weatherman	reading for specific tornado information
H.	Personal Service		
I 1	Manufacturing	Designer Engineer	propulsion
J 1	Transportation	Ticket Vendor or Agent	time relationships, interpreting a schedule
K 1	Health Occupations	Nurse-Practitioner	terminology
L 1	Public Service	Politician, Statesman	proper use of words
L 2		Judge	listening, providing evidence, speech

Career Exploration Project
June 30, 1974

SUBJECT LANGUAGE ARTS GRADE 9

#	CLUSTER	JOB AREA	SUBJECT CONCEPT
M 1	Agriculture & Natural Resources	Farmer	reading for understanding
N 1	Marine Science	Oceanographer	problem solving
O 1	Marketing & Distribution	Money Management	terminology, scan reading
O 2		Advertising Writer	selling through language usage
P 1	Construction	Cement Mason	analysis & problem solving
Q.	Miscellaneous Activities		

LANGUAGE ARTS CONCEPTS

CONCEPT	ACTIVITY NUMBER		
	Grade 7	Grade 8	Grade 9
1. Abbreviations	7J, 7K		9E[1]
2. Alphabetization	7D		
3. Categorizing	7G[2]		
4. Communication Methods		8B[2]	
5. Data	7H[4]		9A[2]
6. Decision-Making, Problem-Solving		8L[1], 8L[3], 8L[4]	9A[1], 9N, 9P
7. Directions: Following, Writing	7A[4], 7D, 7H[3], 7M[2], 7P	8B[3], 8I	9A[3], 9C[4]
8. Forms	7C[3]	8B[1], 8B[4], 8I	
9. Layout	7B[3]		
10. Letter Writing	7G[1]	8D[2]	
11. Listening	7L[2]		9L[2]
12. Organizing	7A[2], 7L[3]		9B[1], 9F

(continued)

CONCEPT	ACTIVITY		
	Grade 7	Grade 8	Grade 9
13. Parts of Speech	7A[5], 7E[1]	8A[2], 8C[3]	
14. Punctuation		8C[3]	
15. Reading for Understanding		8A[1]	9D[1], 9G, 9J, 9M, 9O[1]
16. Research		8K[2]	9B[5]
17. Role-Playing			9B[4]
18. Sentences	7E[1]		
19. Speech	7F, 7J, 7L[2], 7M[1], 7O	8A[3], 8C[4], 8E[2], 8F, 8H[1], 8O	9D[2], 9L[2]
20. Spelling	7A[3], 7B[2], 7B[3], 7C[3] 7C[4], 7C[6], 7N, 7Q	8C[3]	9O[2]
21. Symbols in Communication	7C[5]	8G	
22. Transferring Information		8P	
23. Vocabulary, Terminology, Dictionary	7A[6], 7A[7], 7L[3], 7N	8C[5], 8D[1], 8E[1], 8H[2], 8J, 8K[1], 8L[2], 8L[3], 8M, 8Q	9B[1], 9E[2], 9K, 9L[1], 9O[1]
24. Writing	7A[1], 7A[2], 7A[3], 7C[1], 7C[3], 7C[4], 7C[6], 7E[2], 7H[1], 7K, 7L[1], 7M[1], 7Q	8A[4], 8C[2], 8F	9A[4], 9D[1]

CLUSTER AREAS

The clusters used in this curriculum guide are those designated by the U. S. Office of Education plus one additional in Industrial Arts. The first three; Home Economics and Consumer Education; Industrial Arts; and Arts, Crafts and Humanities; each have five or more activities; whereas, the remaining clusters average one. One of the objectives of the project is to show more practical relationships between school subjects as well as subjects and occupations. This is the reason for the emphasis on the first three clusters which are also subject areas in the junior high years.

The clusters used in this curriculum for all three grade levels are:

a) Home Economics and Consumer Education
b) Industrial Arts
c) Arts, Crafts and Humanities
d) Business Occupations
e) Communications and Media
f) Hospitality and Recreation
g) Environmental Control
h) Personal Services
i) Manufacturing
j) Transportation
k) Health Occupations
l) Public Services
m) Agriculture and Natural Resources
n) Marine Science
o) Marketing and Distribution
p) Construction

CAREER EXPLORATION ACTIVITIES

CLUSTER AREAS	NUMBER OF ACTIVITIES BY SUBJECT AREA AND GRADE LEVEL												
	MATHEMATICS			SCIENCE			LANGUAGE ARTS			SOCIAL SCIENCE			TOTAL
	7	8	9	7	8	9	7	8	9	7	8	9	
A CONSUMER AND HOME ECONOMICS	5	6	5	2	6	5	7	4	5	3		5	53
B INDUSTRIAL ARTS	6	6	6	3	6	5	4	4	4	7	5	6	62
C ARTS, CRAFTS AND HUMANITIES	5	5	5	5	3	4	6	5	4	5		6	53
D BUSINESS OCCUPATIONS	1	1	1		1	2	1	3	2	1	1	1	15
E COMMUNICATIONS AND MEDIA					1	1	2	2	2	1	1	3	13
F HOSPITALITY AND RECREATION	1	1	1			1	1	1	1	1	1	1	10
G ENVIRONMENTAL CONTROL				1	1	1	2	1	1	1		1	9
H PERSONAL SERVICE	1	2			1	1	3	2	1	2	1	1	15
I MANUFACTURING	3	2	2		1	2		1	1	2		1	15
J TRANSPORTATION	1	1	3		1	1	2	1	1		2	2	15
K HEALTH OCCUPATIONS	2	2	2	3	3	1	1	2	1	1	2	1	21
L PUBLIC SERVICE			2		1	1	3	5	2	1	1	4	20
M AGRICULTURE AND NATURAL RESOURCES	1	1	1		2	1	2	1	1	3	1	3	17
N MARINE SCIENCE	1	1	2		1	1	1		1	1	1	3	13
O MARKETING AND DISTRIBUTION	2	1	2		1	1	2	1	2	1		2	15
P CONSTRUCTION	1	2	2		1	1	1	1	1			2	12
Q MISCELLANEOUS							2	1					3
TOTALS	30	31	34	14	30	29	40	35	30	30	16	42	361

GRADE 7-A'

SUBJECT English

CLUSTER Home Economics

JOB TITLE Fashion Designer

CONCEPT

Descriptive Writing

PERFORMANCE OBJECTIVE

Students will demonstrate the ability to describe a fashion as demonstrated by writing five descriptions for a fashion show.

ACTIVITY

I. SITUATION

Fashion designers create the trends in clothing for different seasons of the year. In showing the new fashions he/she has created, the designer presents a fashion show. Each new design is shown to the public, and the description used for each new fashion is important.

II. STEPS

1) Select a group of pictures showing new fashions for spring, summer, fall and winter. Also show the fashions for different groups: men, women, teenagers, children, etc.

2) From these pictures, each student will select five fashions for the season, age group and sex he/she will write a description for to be used in their fashion show.

3) In writing about the fashions, students should concentrate on colorful words, shapes and contours of the clothing and purpose for which fashion was designed.

4) Use the descriptions written by the students on the bulletin board for each season of fashions.

RECOMMENDATIONS

MATERIALS

Series of pictures from magazines or newspaper showing fashions for a season

MATERIALS

GRADE 7-A 2

SUBJECT English

CLUSTER Home Economics

JOB TITLE Home Economics Teacher

CONCEPT

Recognizing the importance of dress for particular jobs.

PERFORMANCE OBJECTIVE

The students will demonstrate the importance of clothing when applying for a job as determined by their compiling a collage.

ACTIVITY

I. SITUATION

In today's business world, it is important to know how to dress properly for the job you are performing. Many jobs require special uniforms, and other jobs have no restrictions for dress.

II. STEPS

1) Explain the difference between blue-collar and white-collar jobs.

2) Ask the following questions:
   a) What jobs require special uniforms? (nurses, beauticians, waitresses, bus drivers, baseball players, referees)
   b) When you are applying for a job, is it important to know what kind of clothing to wear?

3) Pass out magazines and a sheet of construction paper for each student.

4) Each student will divide the construction paper in half. One half will be headed "Would Hire" and the other half "Would Not Hire".

5) From the magazines the students will cut out pictures of people to fit into the two columns. Before they do this they will need to decide what kind of job (blue-collar or white-collar) they would be doing the hiring for.

6) Discuss in class the collages made by the students.

7) Optional: Have students write a paragraph to explain why they made these choices.

RECOMMENDATIONS

MATERIALS

Magazines, construction paper

MATERIALS: Magazines, construction paper

GRADE 7-A 3

SUBJECT English

CLUSTER Home Economics

JOB TITLE Food Service Consultant

CONCEPT

1) Spelling
2) Descriptive Writing

PERFORMANCE OBJECTIVE

1) The students will demonstrate a knowledge of the different kinds of food service establishments as measured by compiling a list of ten categories.

2) The students will demonstrate the importance of good spelling skills as measured by correctly spelling five entrees for the food service establishment.

3) The students will demonstrate the importance of good descriptive writing as measured by short, but colorful, description of the five entrees.

RECOMMENDATIONS

ACTIVITY

3

I. SITUATION

The Food Service Consultant has many different jobs to perform. One of his/her jobs is to plan the menu for the restaurant. It is important for the Food Service Consultant to spell correctly and to use good descriptive words in the menu in order to sell his product (food) to the public.

II. STEPS

1) Teacher preparation: Collect several different kinds of menus from area restaurants and use these for a bulletin board.

2) Ask students the following questions:
   a) Have you ever wondered how a restaurant decides what kinds of food they will serve? Whose job is it to decide?
   b) How important are the menus found in each different place?
   c) By looking at the menus from area restaurants, what descriptive words are used? Are these words important in selling the food?

3) At this point the students should realize that the person who makes up the menu is trying to sell his product, which is food, to the public. It is important for the Food Service Consultant to select the proper words to make the food sound delicious.

4) Have several students go through the yellow pages section of the phone book and list the different kinds of restaurants in the area. Write several examples on the board and explain how each is different. Following is an example of what can be done:
   a) Steak House: Sandpiper, Black Angus
   b) Fish House: Arthur Treacher

(Continued)

MATERIALS

Menus from area restaurants, phone books, colored construction paper

MATERIALS

GRADE 7-A3

SUBJECT English

CLUSTER Home Economics

JOB TITLE Food Service Consultant

II. STEPS (Continued)

c) Short Order, Take-Out or Drive-In: Wrangler, Red Steer
d) Coffee Shop: Sambos
e) Soup and Sandwich: Red Apple
f) Gourmet: Churchill's
g) Buffet: King's Table
h) Chinese: Golden Star
i) Pizza: Grizzly Bear
j) Italian: Dinos
k) Overall Dining Facilities: Royal

5) From the list of different kinds of facilities, have the students select one. For the one he/she has chosen will be written a menu. Each student will concentrate on five entrees (hamburgers: drive-in) and write these up into a menu. Example: Think of five different ways a hamburger could be served and give each one a different name. Write a short, descriptive sentence that will encourage the customer to want to buy that particular hamburger: make his mouth water by the description you have used.

6) After the menu has been written, have the students use a sheet of construction paper to illustrate their menu and name their establishment.

GRADE 7 - A 4

SUBJECT English

CLUSTER Consumer Education

JOB TITLE Home Economist; Homemaker

CONCEPT

Writing directions

PERFORMANCE OBJECTIVE

Students will demonstrate knowledge of writing directions as measured by accurately writing directions for their original snack items.

RECOMMENDATIONS

spelling unit

ACTIVITY

I. SITUATION

There are many new food products on the market today. An example can be found in the cereals that can be bought. Each student will create an original snack food that they enjoy and write the directions for preparing that food.

II. STEPS

1. Discuss with students the many different food products found in the grocery stores today. Someone was responsible for 'inventing' the recipe for making that food.
2. Ask students for different snack foods they prepare from an unwritten recipe. Each student will write the recipe for making his/her snack. Have each student create an original name for that food.
3. After all recipes are completed and checked for spelling, print the recipes for a class cookbook.
4. See activity # , Cluster: Home Ec. Job Title - Chef for cooking terminology.
5. See activity # , Cluster: Home Ec. , nonvocational for common food terms.

MATERIALS

GRADE 7-A 5

SUBJECT English

CLUSTER Home Economics

JOB TITLE Interior Decorator

CONCEPT

Adjectives are words that describe and tell what kind, what color and what size.

PERFORMANCE OBJECTIVE

Students will demonstrate the importance of adjectives as determined by decorating a room pictorially and in written form.

RECOMMENDATIONS

Chapter on Adjectives.

ACTIVITY

I. SITUATION

An interior decorator must know what colors to use in a particular room, the size of the room and the kinds of materials to be used.

II. STEPS

1) Give each student one sheet of blank paper.

2) Ask the following questions:
   a) As an interior decorator, what is the first thing you need to know? (what room is to be decorated)
   b) What rooms should we be interested in decorating? (limit to bedroom, dining room, living room, family room or den)
   c) What things in this room cannot be moved? (built-in stove, closets, etc.)
   d) What colors are going to be primary?
   e) What colors would be good to use as accents?
   f) What size is the room?
   g) What materials will be used? (Instead of just saying a"desk",for example, encourage descriptive adjectives to say an "old oak desk".

3) Each student will select one room to decorate. On the typing paper the student will draw the floor plan for that room.

4) After the floor plan is finished,students will write a paragraph using adjectives to explain what colors were used, as well as what size and what kind of materials.

MATERIALS

1 sheet of typing paper, ruler

MATERIALS

GRADE 7 - A 6

SUBJECT English

CLUSTER Home Economics

JOB TITLE Housewife, Homemaker

ACTIVITY Page 1 of 2

I. SITUATION

Everyone uses a cookbook whether they are a housewife or a bachelor. Many different common food terms are used in the cookbook and the student should be familiar with the definitions of these terms and the origin of these terms.

CONCEPT

Origin of common food terms.
Dictionary

29

PERFORMANCE OBJECTIVE

Students will demonstrate knowledge of origin and definitions of common food terms as measured by locating a specified number of terms in the dictionary.

II. STEPS

1. Hand out copies of "Common Food Terms" to each student. Go through the pronunciation of the terms as many are of French origin. Select any number of terms the teacher wants the students to look up in the dictionary for definition and origin.
2. Students are to locate the terms in the dictionary and write out definition.
3. Optional: There are many different ways of working with these terms. One way would be to use several terms that have the same origin, such as French, & make a collage of these different terms by cutting out pictures from magazines to represent the terms. Another method is to have students bring in recipes that use the particular terms and put these on the bulletin board.
4. See activity # in Home Ec Cluster, Chef, for additional cooking terms.
5. See activity # for Consumer Ed., students writing their own recipes.

RECOMMENDATIONS

Use of dictionary

MATERIALS

COMMON FOOD TERMS

A la king
A la mode
Appetizer
Aspic
Au gratin
Au jus
Au lait
Au naturel
Bar-le-Duc
Batter
Bavarian
Bearnaise
Bechamel
Bisque
Blanquette
Bombe
Bouillabaisse
Brochette
Canape
Caviar
Charlotte
Chaud-froid
Chiffonade
Chowder
Cobbler
Compote
Condiment
Conserve
Court bouillon
Crepe
Croquettes
Croutons
Demitasse
Dough
Eclair
Entree
Filet mignon
Fondant
Fondue
Fritters
Goulash
Grenadine
Gumbo
Hollandaise
Hors d'oeuvres
Ice
Kirsch
Kisses
Leavening agent
Legumes
Macaroons
Madedoine
Marguerite
Marinade
Marrons
Marzipan
Meringue
Minestrone
Mocha
Mousse
Pancakes
Parfait
Pate de fois gras
Patty shell
Petits fours
Pilaf
Rabbit or rarebit
Ragout
Ramekins
Ravioli
Relish
Rissole
Roux
Sherbet
Smorgasbord
Souffle
Stock
Timbale
Torte
Truffles
Tutti-frutti
Veloute
Vinaigrette
Vol-au-vent
White sauce

GRADE 7 - A 7

SUBJECT English

CLUSTER Home Economics

JOB TITLE Chef

ACTIVITY

I. SITUATION

Most students know how to fry, broil and bake food but what about all the other different methods and preparations involved in preparing food?

CONCEPT

Understanding terminology

31

PERFORMANCE OBJECTIVE

Students will demonstrate knowledge of terms used in cooking as measured by correctly identifying terms with 70% accuracy.

II. STEPS

1. Hand out copies of different recipes to the students. Ask whether or not they know what the abbreviations stand for and if they understand all the cooking terms.
2. Handout "Cooking Terminology" sheets to each student. Discuss cooking terms and cutting terms.
3. Teacher preference: Have each student create an illustration for several terms used in cooking OR design an objective test for terms.

RECOMMENDATIONS

Spelling

MATERIALS: See activity # for writing own recipes (Consumer Education)
See activity # for origin of terms.

MATERIALS

COOKING TERMINOLOGY

Bake: To cook by dry heat, usually in the oven. When applied to meats and vegetables, this is called roasting.

Barbecue: To roast meats very slowly on a spit or rack over heat, basting with a seasoned sauce.

Baste: To moisten foods (usually roasting meats) while cooking, with meat drippings, melted fat, or sauces, to prevent drying and to add flavor.

Beat: To work a mixture smooth with a regular, hard, rhythmic movement.

Blend: To mix thoroughly two or more ingredients.

Braise: To brown meat or vegetables in a small amount of hot fat and cook slowly, tightly covered. In some recipes, you add other liquids after the initial browning.

Broil: To cook directly under a flame or heating unit or over an open fire or grill.

Brush: To spread food with butter or margarine or egg, using a small brush.

Candy: To cook fruit in a heavy sugar syrup until transparent, then drain and dry. (Orange peel, for example) Also, to cook vegetables with sugar or syrup, to give a coating or glaze when cooked.

Caramelize: To melt sugar slowly over very low heat until sugar is liquid, brown, and caramel flavored.

Coat: To roll foods in flour, nuts, sugar, crumbs, etc., until all sides are evenly covered; or to dip first into slightly beaten eggs of milk, then to cover with whatever coating is called for in a recipe.

Coddle: To cook slowly and gently in water just below the boiling point. Eggs are frequently coddled.

Combine: To mix all ingredients.

Cook: To prepare food by applying heat in any form.

Cream: To beat shortening until smooth, creamy, and light, with wooden spoon or beater. Usually applied to shortening when combined with sugar in making cakes.

Crisp: To make firm and brittle in very cold water or in refrigerator.

Cut: (1) To break up food into pieces, with a knife or scissors. (2) To combine shortening with dry ingredients by working together with two knives used scissor fashion, or with pastry blender.

Devil: To coat with a hot seasoning, such as mustard or hot sauce. Eggs are 'deviled' when the yolk is mixed with hot eseasoning.

Dissolve: To make a liquid and a dry substance go into solution.

Dot: To scatter small amounts of butter, nuts, chocolate, and so forth over the surface of a food.

Dredge: To coat food with some dry ingredient, such as seasoned flour or sugar.

Dust: To sprinkle a food or coat lightly with flour or sugar.

Flambe: To cover a food with brandy or cognac, etc.; then light, and serve flaming.

Fold: To combine two ingredients, more often than not, beaten egg whites and batter, very gently with a wire whisk or rubber scraper, using an under-and-over motion, until thoroughly mixed.

Fricasse: To braise fowl, veal, or other meat, cut into pieces, in a small amount of liquid.

Fry: (1) To cook in a small amount of fat on top of stove; also called "saute" and "panfry". (2) To cook a food in a deep layer of hot fat, called "deep-frying". The aim is to produce foods with a crisp golden-brown crust and a thoroughly cooked interior without letting them absorb too much fat. The kind, quantity and temperature of the fat are important in accomplishing this result.

Garnish: To decorate food with nuts, olives, parsley and so forth to give a finish to a dish.

Glace: To coat with a thin sugar syrup cooked to the crack stage.

Glaze: To cover with aspic; to coat with a thin sugar syrup; to cover with melted fruit jelly. Cold meats, fish, fruit, etc. are often glazed.

Knead: To work and press dough hard with the heels of your hands, so the dough becomes stretched and elastic. Usually done to bread and other yeast doughs.

Marinate: To soak food, mainly meat, in acid such as lemon juice or tomato juice, or in an oil-acid mixture like French dressing.

Melt: To heat solid food, like sugar or fat, until it becomes liquid.

Mix: To stir, usually with a spoon, until ingredients are thoroughly combined.

Pan-broil: To cook, uncovered, on a hot surface, usually a skillet. The fat is poured off as it accumulates.

Pan-fry: To cook or fry on top of range in a hot, uncovered skillet with little or no fat. Steaks, chops, potatoes are frequently cooked this way.

Pare: To cut away coverings of vegetables and fruits.

Peel: To strip or slip off outer coverings of some vegetable or fruit.

Plank: To bake or broil meat, fish, vegetables on a wooden or metal plank.

Pot-roast: To brown meat in a small amount of fat, then finish cooking in a small amount of liquid. Done in a deep, heavy, covered kettle or Dutch oven to tough cuts of meat.

Preheat: To heat oven to stated temperature before product goes in.

Puree: To work fruits or vegetables through a sieve or food mill or blend in an electric blender until food is pulpy. Sauces, soups, baby food, vegetables are often pureed.

Reduce: To boil a liquid until you have a small, concentrated amount.

Roast: To cook meat or vegetables in an oven by dry heat.

Saute: To fry foods until golden and tender, in a small amount of fat on top of range.

Scallop: To arrange foods in layers in a casserole, with a sauce or liquid, and then bake. Usually has a topping of bread crumbs.

Score: To cut narrow gashes, part way through fat, in meats before cooking.

Scramble: To stir or mix foods gently while cooking, as eggs.

Sear: To brown surface of meat over high heat, either on top of range or in oven.

Shirr: To break eggs into a dish with cream or crumbs: then bake.

Sift: To put one or more dry ingredients through a fine sieve.

12

Skewer: To thread foods, such as meat, fish, poultry, vegetables, on a wooden or metal skewer, so they hold their shape during cooking.
Sterilize: To heat in boiling water or steam for at least 20 min. until living organisms are destroyed.
Stew: To cook foods, in enough liquid to cover, very slowly, always below the boiling point.
Stir: To mix, usually with a spoon or fork, until ingredients are worked together.
Toast: To brown and dry the surface of foods with heat, such as breads and nuts.
Toss: To tumble ingredients lightly with a lifting motion.
Whip: To rapidly beat eggs, heavy cream, etc., in order to incorporate air and expand volume.

CUTTING TERMINOLGY

Chop: means to cut food into smaller pieces, usually with large knife and cutting board. One hand holds knife tip on board; the other moves blade up and down, cutting through the food.
Mince: means to cut food in pieces, but finer than chopped. Mincing takes the same steps: Use cutting board and sharp knife, chopping knife and wooden bowl, or scissors - just do it longer.
Grind: means to put food through chopper. Choppers have two or three blades. Use a blade with smaller holes to grind foods fine; one with larger holes for coarse chopping or grinding.
Flake: means to break or pull apart a food, like chicken or fish, that divides naturally. All you do is follow these divisions, pulling at them gently with one or two forks. Or flake with your fingers.
Cube: means to cut a solid into little cubes from about ½ inch to 1 inch.
Dice: means to cube but to make the cubes smaller - less than ½ inch. Use a cutting board and a very sharp knife, or a special cubing gadget if you prefer.
Grate: means to tear off coarse-to-fine particles of food with a hand grater or mechanical device. Degrees of fineness vary from hard cheese through lemon peel to powdered nutmeg.
Sliver: Means to cut or split into long, thin strips, with a knife on a cutting board. The term applies to almonds and to pimiento pieces used for decoration.
Shred: means to cut or tear in long, narrow pieces. The fineness varies. Recipes often say that foods should be 'finely' or 'coarsely' shredded. Use a hand or mechanical shredder; cut crisp vegetables, like cabbage, to shreds with a sharp knife.
Julienne : means to cut potatoes or vegetables into matchlike sticks.

GRADE 7 - B'

SUBJECT English

CLUSTER Industrial Arts

JOB TITLE Bookbinder

ACTIVITY

13

I. SITUATION

The technique of marbleizing paper is an old craft that is still used today. Marbleizing is used by the bookbinder for use in decorating paper, book edges, stationary, etc. The marbleized paper can be used as stationary or for front cover pages of a book.

CONCEPT

Color design of stationary.

35

PERFORMANCE OBJECTIVE

Students will demonstrate knowledge of the technique of marbleizing paper as measured by producing several sheets of marbleized paper for use as stationary.

II. STEPS

Directions to teacher for marbleizing paper.

1. Thin regular printer's ink to consistency of water by using a solvent such as turpentine.
2. Place about one inch of water into tray.
3. Thinned ink is then dropped onto the surface of the water. Different colors can be placed in the tray. Gently "jiggle" the tray so inks form different color patterns to be picked up on the paper.
4. Lay a sheet of paper on top of water so ink is picked up on the paper. Before making another sheet, add more ink and "jiggle" to create new patterns.
5. Place wet paper on a layer of newspaper to dry.

(CONTINUED)

RECOMMENDATIONS

MATERIALS sheets of typing paper; printer's ink, colors; turpentine; shallow tray at least 2" deep and large enough for paper to lay in; newspapers; electric iron

MATERIALS

GRADE 7 - 8

SUBJECT English

CLUSTER Industrial Arts

JOB TITLE Bookbinder

CONCEPT

PERFORMANCE OBJECTIVE

36

RECOMMENDATIONS

ACTIVITY

14

I. SITUATION

II. STEPS

6. After paper has dried use a regular iron to press out the wrinkles. Lay marbleized sheet on paper, place another plain sheet of paper over the marbleized paper and press with the iron.
7. Use the marbleized paper to write a letter to a friend.

MATERIALS

GRADE 7-B 2

SUBJECT English

CLUSTER Industrial Arts

JOB TITLE Printer

CONCEPT

1) Business cards

2) Spelling

3) Identification cards

PERFORMANCE OBJECTIVE

Students will demonstrate a knowledge of accurate spelling for a business or identification card as measured by completing his/her own card with 100% accuracy in spelling.

RECOMMENDATIONS

Can be used any time with s spelling exercises.

ACTIVITY Page 1 of 5

15

I. SITUATION

Everyone can use an identification car or a business card. The printer helps the customer decide what style of letter will be used, the information needed on the card and checks for spelling errors. Each student will create his/her own business or identification card.

II. STEPS

1) Discuss with students the important information needed for a business card and an identification card,

a) Business card: name of business, name of person, place of business, business and residence phone, use of catchy slogans or specific job performed and emblems or symbols.

b) Identification card: name, address, city, state, zip code, date of birth, phone number, who to call in case of emergency, medical information (blood type, doctor).

2) Each student will decide to design a business card or an identification card.

3) Pass out copies of different type styles that can be used. After the students have the information they will use, they must decide on the type style.

4) Before passing out the cards, have each student check for spelling errors. On the cards have the students write out the information. (If possible, have some of the cards typed.) (continued)

MATERIALS

Copies of different type styles (originals on the following pages 3-5) for each student, heavy-weight paper cut the size for use in a wallet
Optional: clear contact paper

MATERIALS

GRADE 7-B 2

SUBJECT English

CLUSTER Industrial Arts

JOB TITLE Printer

38

II. STEPS

4)-cont'd Students who want to use emblems or symbols can either draw the emblem or cut a small picture out of a magazine and glue the picture on their card.

5) Optional: Use clear contact paper to laminate cards students want to kep in their wallets.

TA-2 1 1/16 96 pt.

abcdefghijklmnopqrstuvwx
yz ABCDEFGHIJKLMNOP
QRSTUVWXYZ& 123456789

Page 3 of 5--Printer (7-B)

TO-4 7/16 48 pt.

abcdefghijklmno
pqrstuv ABCDEF
GHIJKLMNO1234

TS-12 13/16 72 pt.

abcdefghijklmnopqr
stuvwxyz ABCDEFG
HIJKLMNOPQRST

TS-13 25/32 72 pt.

abcdefghijklmnop
qrstuvwx ABCD
EFGHIJKLMNOPQ

TB-23 21/32 60 pt.

abcdefghijklmnopq
rstuvw ABCDEFG
HIJKLMNO 123456

TB-25 WITH SWASHES 5/8 60 pt.

abcdefghijklmnopq
rstuABCDEFGH
IJKLMNOPQR 12

AMR Sy
y & & of The
.,:;-'''!?

TC-2 1/2 48 pt.

abcdefghijklmno
pqrstuv ABCDE
FGHIJKLMNOP

TC-3 1/2 48 pt.

abcdefghijklmn
opqrstu ABCD
EFGHIJKLLMN

TG-17 1/2 48 pt.

abcdefghijklmnopq
rstuvwxyz ABCDE
FGHIJKLM 123456

TC-27 17/32 48 pt.

abcdefghijklmnopqrs
tuvwxyz ABCDEFG
HIJKLMNOPQRS

TC-41 1/2 48 pt.

abcdefghijklmno
pqrstuvw ABCDE
FGHIJKLMNOPQ

L-3 3/4

ABCDEFGHIJKLM
NOPQRSTUVWXY
Z& 1234567890$

Page 4 of 5--Printer (7-B)

L-6 21/32

abcdefghijklmno
pqrstu ABCDEFG
HIJKLMNOPQR

K-19 3/4

abcdefghijklmnopqrstu
vwxyz ABCDEFGHIJK
LMNOPQRSTUVWXYZ

TB-5 21/32 72 pt.

abcdefghijklmnopqrstuvw
xyz ABCDEFGHIJ
KLMNOPQRSTUV

TL-9 1/2 48 pt.

abcdefghijklmnopqrstuvwx
yz ABCDEFGHIJKLMN
OPQRSTUVWXYZ& 123

TV-3 9/16 60 pt.

abcdefghijkl
mnop ABCD
EFGHIJKLM

TM-11 3/8 36 pt.

abcdefghijklmnopqrstuvwxyz
ABCDEFGHIJKL
MNOPQRSTUVW

Koster

abcdefghijklmnopqrstuvwxyz
CDEFGHIJKLMNOPQRSTUVWX
ABCDEFGHI
JKLMNOPQRST
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Hobo

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ABCDEFGHIJKLMNOPQRSTUVWXYZ
1234567890 (&..::!?'"-*$¢%/£)

Crayonette

abcdefghijklmnopqrstuvwxyz
ABCDEFGHIJKLMNOPQRSTUVWX
1234567890 (&..::!?'"-/|*$¢% £)

Ad Lib

abcdefghijklmnopqrstuvwx
ABCDEFGHIJKLMNOPQRSTUV
1234567890(&.,:;!?'"-$¢%)

Kompakt

abcdefghijklmnopqrstuvwx
CDEFGHIJKLMNOPQRSTUV
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AABCDEFGHIJKLMNOP
QRSTUVWXYZ&
aaqqbcddeffggghhijjkkllmm
nnopqrrsttuuvwxyz
1234567890
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TH-2 1/2 48 pt.

abcdefghijklmnopqr
stuvwxyz ABCDEF
GHIJKLMNOPQRS

Page 5 of 5--Printer (7-B)

TH-5 3/4 72 pt.

abcdefghijklmno
pqrstu ABCDEFG
HIJKLMNOPQRS

A-76 13/16

abcdefghijklmnopqrstuvwxyz
ABCDEFGHIJ
KLMNOPQRST

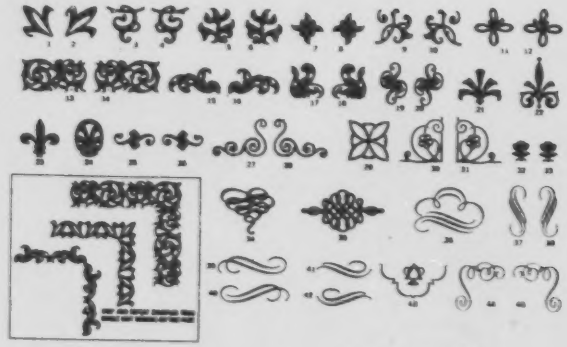
TF-17 5/8 60 pt.

abcdefghij
klm ABCD
EFGHIJKL

TF-38 13/32 42 pt.

abcdefghijkl
mnop ABCDEF
GHIJKLMNOPQ

STEP AND REPEAT ORNAMENTS AND BORDER DESIGNS



L&C Hairline.
aabbccddee
ffffffffffffffffffiggghhiijjjkkkkkllmmno
ppqqrrssttuuvvwwxyyyyyzzae
ABBCDEFGHIJKLMM
NOPQQRSTUVWWXYZ
1234567890
1234567890
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GRADE 7-B 3

SUBJECT English

CLUSTER Industrial Arts

JOB TITLE Printer

ACTIVITY Page 1 of 2

20

I. SITUATION

The printer's job is to lay out the information the customer has in such a manner that it is pleasing to the eye. There are many different ways information can be laid out on a sheet of paper.

CONCEPT

1) Layout
2) Spelling

PERFORMANCE OBJECTIVE

The student will demonstrate a knowledge of layout and design as measured by proper layout of given information in three different ways. Spelling must be 100% accurate.

24

II. STEPS

1) Give each student a copy of the handout showing five different ways one job could be done. Each of these is referred to as a layout. The printer creates the layouts for the customer to select the one he prefers.

2) Hand out three 6" X 4" sheets of paper to each student. Give the students the information about an upcoming school event that will need invitations. The students will use this information for the three different layouts. Each students will create a symbol to be used on the card, such as a flower or school mascot.

a) Example of information to be used is:

Freshman Sock Hop
Friday, October 18, 1974
School Cafeteria
Admission: $1.00

Dress: Casual
Time: 5:00 - 9:00 p.m.
Sponsored by the Spanish Club

RECOMMENDATIONS

Do this activity before a school activity or dance.

MATERIALS

Copy of the handout on the following page for each student, paper cut 6" X 4"

MATERIALS

GRADE 7-B3

SUBJECT English

CLUSTER Industrial Arts

JOB TITLE Printer

ACTIVITY

Page 2 of 2

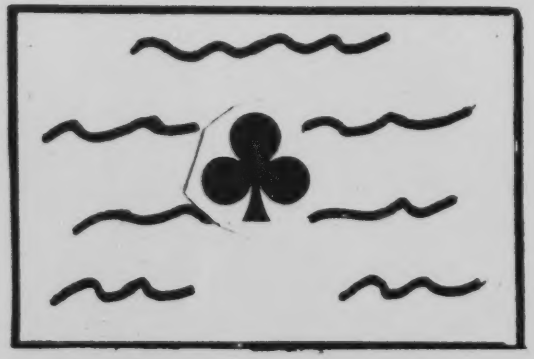
LAYOUT:

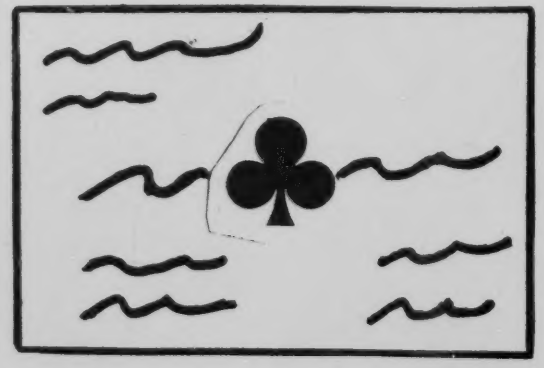
ANNUAL SPRING DANCE

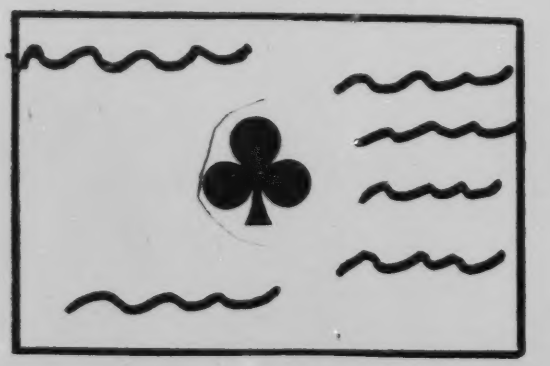
ADA ROD CLUB

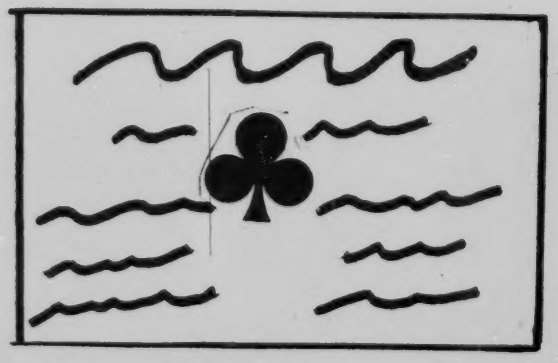
Sunday, March 4
Jefferson Hotel

Admission $1.00
Serving 1-3 p.m.









GRADE 7-B 4

SUBJECT English

CLUSTER Industrial Arts

JOB TITLE Bookbinder

ACTIVITY

22

I. SITUATION

There are several simple ways to bind books, large or small. Many of these methods can be used quite easily in the classroom.

CONCEPT

The proper means of binding a coloring book.

PERFORMANCE OBJECTIVE

hh

Students will demonstrate knowledge of simple bookbinding techniques as illustrated by using one of four methods of bookbinding for their coloring book.

II. STEPS

1) Explain the four main ways to bind a book.

a) Stapling: Place sheets in order, including cover sheets. Use bookbinding glue after the sheets have been stapled in three places on the left-hand side. After the glue dries, cut one-inch wide mystic tape to cover the book, top and bottom, and conceal the staples.

b) Saddle stitch: Sheets of paper 11" X 17" must be used. Fold the sheets in half to locate the middle seam. Use a large-throated stapler and staple in the center fold three times. This method is used most frequently by magazines.

c) Perfect binding: If 8½" X 11" sheets are used, no cutting is required. With 17" X 11" sheets, fold in half and cut a very thin section off the left-hand side. On the left-hand side use glue and place heavyweight on the sheets until dry. After they are dried, place the cover on, which must be 11" X 17". Fold the cover in half, glue to the pages of the book, place the weight on the book and let it dry completely.

d) Sew binding: Use a needle with a large eye, any color of heavy thread or yarn and sew all sheets together.

2) Students decide which method they want to use to bind their coloring book; or due to lack of supplies, the teacher may want to decide which method to use.

RECOMMENDATIONS

MATERIALS

Bookbinding glue, 1" mystic tape, large-throated stapler, needles and thread

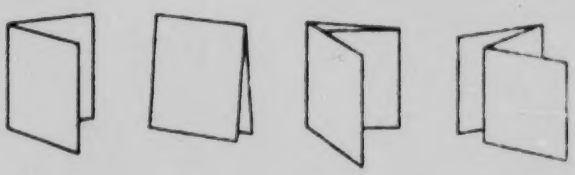
MATERIALS

FINISHING PROCEDURES FOR PRINTED GRAPHIC COMMUNICATION MATERIALS

BY ANNIE LOWREY AND ELIZABETH MEEKER

An important process in preparing visual communication printed material is finishing and compiling it in an attractive manner before distributing it to the public.

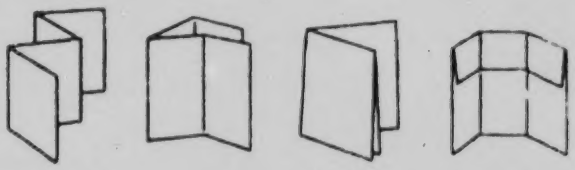
I. Paper folding



A. Many different folds

B. School shop
   1. By hand
   2. Bone folder

C. Commercially
   1. Folding machines
   2. Many sizes

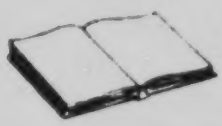


II. Binding types

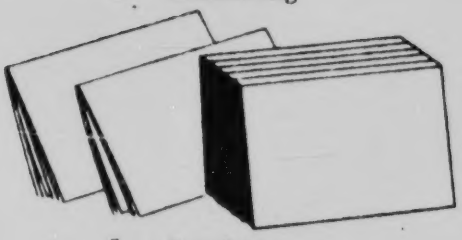
A. Saddle stitched
   1. Uses: magazines, journals, pamphlets
   2. Advantages: economical, fast and simple binding method
   3. Disadvantages: center section tears out easily, pages per publication limited

B. Side stitched
   1. Uses: telephone directories, school workbooks
   2. Advantages: economical, strong, and durable
   3. Disadvantages: pages, when opened, will not lie flat; large binding margin needed

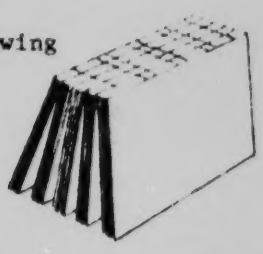
C. Case binding
   1. Uses: books or catalogs needing protection of hard cover
   2. Advantages: more permanent type of binding; sections sewed together
   3. Disadvantages: sheets cannot be added



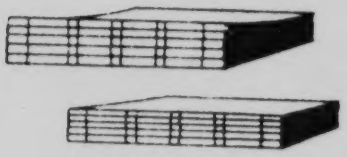
3. Gathering



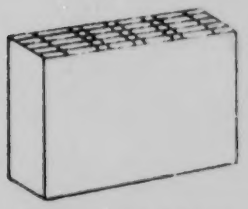
4. Sewing



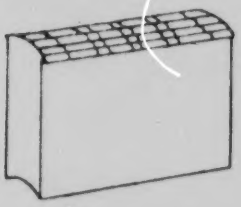
5. Smashing



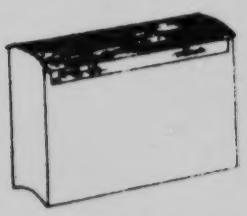
6. Back gluing and trimming



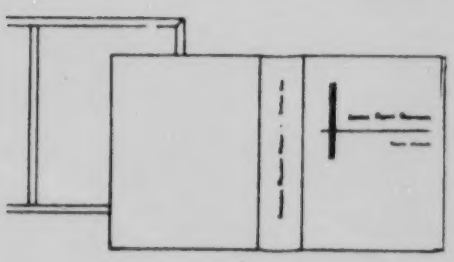
7. Rounding and backing



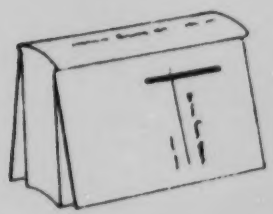
8. Super and liner



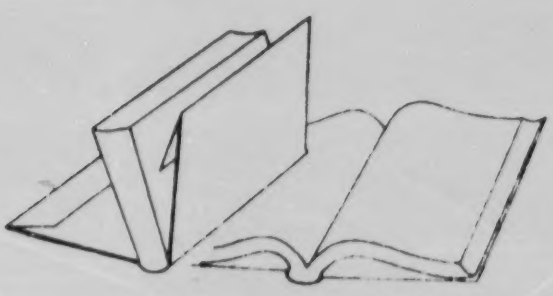
9. Casemaking and stamping



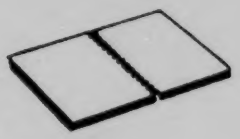
10. Casing in



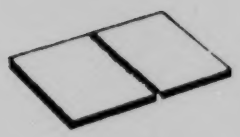
11. Inspection



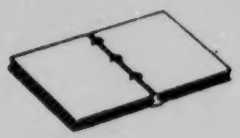
D. Mechanical binding
   1. Plastic cylinder
      a. Uses: business reports; address books
      b. Advantages: will lie flat; different size sheets can be bound
      c. Disadvantages: cannot fold open book back-to-back; cylinder is bulky--thicker than a book



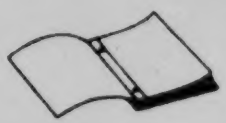
   2. Spiral wire
      a. Uses: school notebooks, memorandum booklets
      b. Advantages: will lie flat; single sheets can be easily removed
      c. Disadvantages: not permanent, cannot add sheets



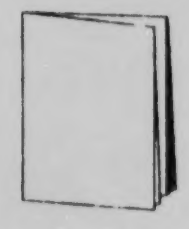
E. Loose-leaf
   1. Ring
      a. Uses: notebooks, cookbooks
      b. Advantages: sheets can easily be added and removed; odd size sheets can be bound
      c. Disadvantages: bulky, sheets tear out easily



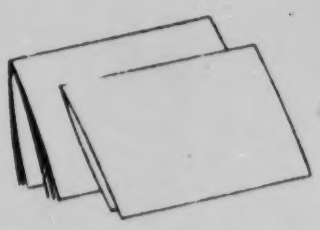
   2. Post
      a. Uses: photograph albums, company parts catalogs
      b. Advantages: attractive; large size sheet can be bound
      c. Disadvantages: pages when opened will not lie flat; large binding margin is needed



F. Commercial book binding
   1. Folding



   2. End sheets



GRADE 7 - 8

SUBJECT English

CLUSTER Arts & Humanities

JOB TITLE Window Designer

CONCEPT

Descriptive writing

PERFORMANCE OBJECTIVE

Students will demonstrate knowledge of job performed by a window designer as measured by accurately writing instructions of how to design the window layout.

RECOMMENDATIONS

ACTIVITY

I. SITUATION

A window designer's final product is a visual display for a particular sale or season. Large department stores hire people to properly display merchandise for particular sales or seasons of the year. Each student will describe the window they will design.

II. STEPS

1. As a class decide on different kinds of window displays that can be used. Example: end of month sale, year end clearance, 4 seasons, event of the year, etc.
2. Each student will decide on the particular theme to be used for his/her window display.
3. Select 4 or 5 main objects to be used by the students. Examples:
   a. backdrops: color and any items to be hung on back drops.
   b. mannequins: number and kind to be used.
   c. flooring: carpet, tile, color & design.
   d. signs
   e. props: chair, lamp, book, flowers, etc.
4. Each student will describe the window display of their choice in written form. Optional: have each studnet draw the window design on a sheet of paper.

MATERIALS

GRADE 7-C 2

SUBJECT English

CLUSTER Art & Humanities

JOB TITLE Illustrator for Children's Coloring Book

CONCEPT

Simple illustrations are used for children's coloring books.

PERFORMANCE OBJECTIVE

Students will demonstrate a knowledge of proper illustration as demonstrated by completion of illustration for their ten-page coloring book.

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ACTIVITY

27

I. SITUATION

Once the idea for the coloring book has been written, the writer and illustrator work together in order to achieve the right effect.

II. STEPS

1) On scratch paper students begin work on illustrating their coloring books. The illustrations are to be very simple, but should relate to the story that has been written.

2) After all ten pages have been illustrated, pass out ten sheets of 8½" X 11" blank paper or five sheets of 11" X 17" to each student. These will be the final copy. (If 11" X 17" sheets are used, have the students do two pictures on each page. Be sure to check on the order of the book. Have students place all five sheets together and fold them in half before beginning to illustrate the coloring book.)

3) After all the final copies are completed, students will then design the front and back cover. For the cover, use colored construction paper. See the activity on bookbinding for the final stage.

RECOMMENDATIONS

MATERIALS

White typing paper, 8½" X 11" or, preferably, 11" X 17"; colored construction paper

MATERIALS

GRADE 7-C 3

SUBJECT English

CLUSTER Arts & Humanities

JOB TITLE Artist or Craftsman

CONCEPT

1) Form letters
2) Descriptive writing
3) Spelling

PERFORMANCE OBJECTIVE

Each student will demonstrate his/her ability to complete a form letter as demonstrated by completing the Portfolio File of Idaho Artists and Craftsmen.

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ACTIVITY

I. SITUATION

An artist can express himself/herself through many different ways, which are called media. If an artist or craftsman wishes to sell his/her product, he/she should complete a Portfolio File for the local art gallery. This File is very important as it is a permanent record of the artist's talents. It is important for the artist to spell correctly and express himself/herself on paper.

II. STEPS

1) Ask the students to compile a list of the many different media an artist or craftsman can use. Examples: macrame, metal sculpture, ceramics, pottery, oil painting, water color, glass, ink drawing, wood and clay sculpture, etc.

2) Pass out copies of Portfolio File: see handout page 1-3. (Page 4 is to be used later.)

3) Discuss the meaning of the questions on the File students may not understand.

4) Each student will select one of the media listed on the board and begin completing the File. In many cases, the students may have to use fictitious information; but this information should be plausible.

RECOMMENDATIONS

Chapter 5, Developing Your Writing Skills, page 272.
How to Write an Explanation, page 302.

MATERIALS

Copies of Portfolio File for Artists and Craftsmen, page 1-3.

MATERIALS

Boise Gallery of Art
P. O. Box 1505
Boise, Idaho 83701

Date Received_____
Photos_____
Slides_____

For staff use only

BOISE GALLERY OF ART ASSOCIATION
PORTFOLIO FILE OF IDAHO ARTISTS AND CRAFTSMEN

Name _____ Date of Birth_____

Home Address_____ Telephone_____

_____ Zip_____

Art you a full-time artist or craftsman?_____If not, what is your occupation?_____

In what medium/media do you work? (list principal medium first; you will be filed both by name and by principal medium)_____

_____

_____

Describe the kind of work you do:_____

_____

_____

_____

_____

_____

If your work requires special care and maintenance, please give pertinent information:_____

_____

_____

Educational background:_____

_____

_____

_____

Occupations and experience related to your art or craft: _____

_____

_____

_____

Exhibitions, awards, collections:_____

_____

_____

_____

_____

_____

_____

What type of commissions are you interested in (architectural, industrial design, decorating or other)?_____

_____

_____

_____

_____

_____

_____

List commissions you have executed (client, architect, date, title, etc.):_____

_____

_____

_____

_____

_____

_____

Where do you sell your work?_____

Address:_____

Does an agent handle your work?_____

Name:_____

Address:_____

_____

Have any articles or books by you or concerning you been published? Title, publisher, date:_____

_____

_____

Are you interested in giving lectures, demonstrations or teaching courses in your field?_____

List membership of art and craft organizations or guilds to which you belong:_____

_____

_____

_____

Are you a member of the Idaho Art Association?_____

Do you consent to the use of your name and attached information for publication and exhibition?_____

Any additional remarks concerning your work:

_____
Signature

Note: The Boise Art Association will not act as salesman, nor will they accept any agent's commission. Parties interested in purchasing or commissioning art or craft work will be referred to the artist(s) in question.

Portfolio File of Idaho
Artists and Craftsmen

Boise Gallery of Art Association
Boise Gallery of Art
P. O. Box 1505
Boise, Idaho 83701

GRADE 7-C 4

SUBJECT English

CLUSTER Arts & Humanities

JOB TITLE Artist or Craftsman

ACTIVITY

I. SITUATION

This activity is the second part in completing the Portfolio File. It can be used as a follow-up activity or as a separate activity for descriptive writing. This activity is centered mainly around descriptive sentence writing. The artist needs to know how to describe his/her artwork in three or four short, descriptive sentences.

CONCEPT

1) Descriptive Writing
2) Spelling

II. STEPS

1) Collect pictures or slides of different art media. Use books from the library or ask for examples from the art department in the school.

2) Use one of the slides (example of metal sculpture) for the class to fill in information on page 4 of the Portfolio File which is handed out to them. Describe the art work by focusing on these questions:
   a) Medium: What is it made of?
   b) What size is it?
   c) What is its title?

3) Pass out different slides or pictures of art work and have each student complete the File for five different slides or pictures.

PERFORMANCE OBJECTIVE

Each student will demonstrate his ability to write short descriptive sentences as demonstrated by describing five slides of art media according to Portfolio File.

54

RECOMMENDATIONS

Writing Sense Impressions, Chapter 1, page 250-251.

MATERIALS

Pictures or slides of art and craft media, page 4 of Portfolio File.
Reference books: The Art of Andrew Wyeth by Wanda M. Corn, Twentieth Century Art by Michael Batterberry, Primitive Art by Michael Batterberry & Ariane Ruskin.

MATERIALS

NOTICE

You may submit as many as six slides and six black and white prints. Any more will be returned. No photographs or slides will be accepted for the Boise Gallery of Art Association Portfolio File without the following data:

Date of Execution
Type of Object
Title
Medium and Technique
Dimensions

Please write your name directly on all materials submitted. When returning this materials by mail, please be certain that postage is correct. We cannot pay postage due on the volume of mail anticipated, and postage-due material will be refused.

SLIDE FILE

Number the slides and fill out the information in the left column for each slide. If the slide represents an architectural commission, complete the right column, as well. Mark each slide with your name.

1. Medium & Technique_____

_____

Type of Work_____

Title_____

_____

Date of Execution_____

Dimensions_____

Ownership_____

_____

_____

Architectural Firm_____

_____

City_____

Building in which work is installed_____

_____

City_____

Location of work within (in relation to) building_____

_____

GRADE 7-C 5

SUBJECT English

CLUSTER Arts and Humanities

JOB TITLE Graphics Designer for Signs

CONCEPT

Communication through symbols

PERFORMANCE OBJECTIVE

Students will demonstrate knowledge of communicating without words as measured by creating symbols and stencils to be used for a given situation.

56

RECOMMENDATIONS

For second quarter, after students are familiar with the school.

ACTIVITY

I. SITUATION

The graphics designer creates visual means of communicating to the public. Today an international system of road signs is being adopted around the world. As a graphics designer, the student will create symbols to be used in the school and make one stencil for the best symbol in each area.

II. STEPS

1) If possible, show the new traffic symbols being used throughout the world. These can be found in the Driver's Manual. Use different kinds of symbols found in the school library and show the students. Each symbol should mean the same to all. Example: skull and crossbones, the symbol of danger or poison.

2) Pass out blank sheets of paper to each student. Each student will design three symbols to represent some part of the school. As a class, it should be decided how these areas could be divided, such as departments (science, math, home economics, P. E., geography, English, etc.), offices (main office, principal, nurse, counselor, etc.) or specific rooms (boys' and girls' rest rooms, boys' and girls' locker rooms, audio-visual room, janitor's room, etc.).

3) After all symbols are made, select the best symbol of the three made by each student. Each student will be given a piece of lightweight chipboard(or the back of a spiral notebook can be used). The symbol will be drawn on the chipboard (figure 1) and a stencil will be made by cutting around figures on the paper (figure 2). (continued)

MATERIALS

Driver's Manual, lightweight chipboard for making stencils, blank sheets of typing paper

MATERIALS

GRADE 7-C 5

SUBJECT English

CLUSTER Arts and Humanities

JOB TITLE Graphics Designer for Signs

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ACTIVITY Page 2 of 2

II. STEPS

3)--cont'd By using a colored pencil (figure 3), rub across the paper so that the design will be on another sheet of paper.

FIGURE 1

FIGURE 2

Cut out the figure which represents the Girls Room.

FIGURE 3

As the pencil rubs across the stencil only the outline will appear on the sheet of paper.

GRADE 7 - C 6

SUBJECT English

CLUSTER Arts & Humanities

JOB TITLE Greeting Card Designer

CONCEPT

Poetry and spelling

PERFORMANCE OBJECTIVE

Students will demonstrate knowledge of free verse, terse verse, cinquain, diamante or haiku as measured by designing a greeting card and correctly spelling words within poem with 100% accuracy.

ACTIVITY

I. SITUATION

Greeting cards are an important part of our life. Many different events occur during the year and cards are designed for these different occasions. There are many different poetic styles that are used in these cards and the student will use the style of poetry that is the easiest for him to work with.

II. STEPS

1. Handout copies of elements of poetry for each student.
2. Decide on one particular event the greeting card will be used for. Holidays, family events, get well, friendship are just a few that could be used. Each student will write a poem to be used inside the card. Check for spelling before writing final copy. After poem is written, each student will design the front cover of the greeting card. The design can be pictoral or lettering.
3. See activity # for marbelizing paper before beginning this acitivity for a technique of coloring paper.

RECOMMENDATIONS

Assign before November as students can enter the Ore-Ida Xmas card design contest

MATERIALS typing paper of sheets of colored paper for designs.

MATERIALS

37

GRADE 7 - C6
SUBJECT English
CLUSTER Arts & Humanities
JOB TITLE Greeting Card Designer

CINQUAIN : a kind of dwarf poem

1st line - one word, giving title
2nd line - two words, describing title
3rd line - three words, expressing an action
4th line - four words, expressing a feeling
5th line - one word, a synonym for the title

HAIKU: Haiku is a Japanese verse form consisting of three lines totalling seventeen syllables. It is usually on some subject in nature and has only the necessary words. The first and last lines have five syllables and the second line has seven.

DIAMANTE : Nature needs millions of years to make a diamond. You can do one in a few minutes by using the directions that follow.

1st line: Write down a noun. (at this point you may want to skip to line 7 and write the opposite of this noun)
2nd line: Write two adjectives describing the noun.
3rd line: Write three participles (words that end in -ing or -ed)
4th line: Write down four nouns related to the subject.(the second two nouns may have opposite meanings from the first two)
5th line: Write three participles indicating change or development of the subject.
6th line: Write two adjectives carrying on the idea of change or development.
7th line: Write a noun that is the opposite of the subject.

Example of diamante:

Car
Shiny, new
Cruising, stopping, "revving"
Driver, friends --- admirers, darers,
Racing, cornering, skidding
Crumpled, bloody
Wreck

TERSE VERSE: The shortest poem of all, the terse verse consists of two words that rhyme. The titles tend to stretch out a bit, but that's part of the fun. It's cheating just to write down two words that rhyme like day and may. Use words that express some kind of action or thought like "jeepers, creepers"

Example: "What the Little Cowboy Said to His Kindergarten Teacher"

"Reach, Teach."

GRADE 7-D

SUBJECT English

CLUSTER Business & Office

JOB TITLE File Clerk

ACTIVITY Page 1 of 4

I. SITUATION

There are many different office jobs, and one of the most important is the file clerk. All mailing and billing must be kept in order so that it is easy to locate any letter when needed. A file clerk must be able to follow directions for filing so all others in the office know where to look.

CONCEPT

1) Reading Directions
2) Alphabetizing

II. STEPS

This activity is based upon the student's ability to follow simple directions. A handout sheet containing twenty companies is given to each student to complete according to the directions given.

PERFORMANCE OBJECTIVE

The student will demonstrate knowledge of alphabetical and chronological filing as demonstrated by correctly filing twenty items.

60

RECOMMENDATIONS

Spelling chapter.

MATERIALS

Handout

MATERIALS

39

HANDOUT--FILE CLERK

Boise Travelodge
1314 Grove
Boise, Idaho
Date bill sent: 10/1/73
Date received: 11/5/73

Gem State Optical
718 West Idaho
Boise, Idaho
Date bill sent: 8/5/73
Date received: 8/25/73

Kearns Company
1028 Beacon
Boise, Idaho
Date bill sent: 1/5/73
Date received: 2/25/73

Barclay Information Service
413 West Idaho
Boise, Idaho
Date bill sent: 8/15/73
Date received: 10/1/73

Commerce Clearing House
Representative
1419 West Bannock
Boise, Idaho
Date bill sent: 3/12/73
Date received: 3/30/73

Boise Ada Disposal
5516 Wylie Lane, Boise
Date bill sent: 8/8/73
Date received: 9/15/73

Gem Auto Body
Highway 44
Boise, Idaho
Date bill sent: 12/16/72
Date received:

Resort Realty
6969 Glenwood
Boise, Idaho
Date bill sent: 6/3/73
Date received: 7/18/73

Keystone Pizza
303 North Orchard
Boise, Idaho
Date bill sent: 8/9/73
Date received: 9/4/73

Western Sandblasting Company
5523 Bethel
Boise, Idaho
Date bill sent: 4/9/73
Date received: 5/3/73

Northwest Stone Company
5312 Chinden Blvd.
Boise, Idaho
Date bill sent: 1/3/73
Date received: 2/10/73

Valley Glass Company
2312 Fairview
Boise, Idaho
Date bill sent: 8/10/73
Date received: 9/19/73

Mountain States Press
503 South 8th
Boise, Idaho
Date bill sent: 5/25/73
Date received: 6/29/73

Inland Coca-Cola Bottling Company
5858 Franklin
Boise, Idaho
Date bill sent: 12/8/72
Date received:

Mountain Billiards
1500 Grove
Boise, Idaho
Date billed: 3/9/73
Date received: 4/15/73

Educational System Planning
405 North 11th
Boise, Idaho
Date bill sent: 12/14/72
Date received: 1/22/73

York Research Company
5470 East Evans Ave.
Denver, Colorado
Date bill sent: 9/18/73
Date received: 10/10/73

Reynolds Metal Company
404 West 700 South
Salt Lake City, Utah
Date bill sent: 7/3/73
Date received: 7/31/73

LaFan's Instrument & Accessory
Box 5065
Boise, Idaho
Date bill sent: 8/1/73
Date received: 9/11/73

Zellerbach Paper Company
101 North Cole Road
Boise, Idaho
Date bill sent: 2/9/73
Date received:

Activity 1: File Clerk

You are a file clerk in a large office. Whenever the mail comes in, you have to file the letters in correct order. Today you have received twenty letters that must be filed alphabetically. List the letters alphabetically below. Put the name of the company on each line.

1._____ 11._____
2._____ 12._____
3._____ 13._____
4._____ 14._____
5._____ 15._____
6._____ 16._____
7._____ 17._____
8._____ 18._____
9._____ 19._____
10._____ 20._____

Activity 2: Your boss has decided he also wants the letters put in order numerically, according to the date the bill was received or paid. List them in order with the oldest date first.

1._____ 11._____
2._____ 12._____
3._____ 13._____
4._____ 14._____
5._____ 15._____
6._____ 16._____
7._____ 17._____
8._____ 18._____
9._____ 19._____
10._____ 20._____

Activity 3: Are there any bills outstanding, still not received by your company? If so, then list the name of the company and the date the bill was sent. Part of your job is to write a letter asking for payment for unpaid bills that are way overdue. Write a letter for each unpaid bill listed below.

1._____ 4._____
2._____ 5._____
3._____ 6._____

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KEY: FILE CLERK

Activity 1: Alphabetical Filing

1. Barclay Information Service
2. Boise Ada Disposal
3. Boise Travelodge
4. Commerce Clearing House Representatives
5. Educational System Planning
6. Gem Auto Body
7. Gem State Optical
8. Inland Coca-Cola Bottling Co.
9. Kearns Company
10. Keystone Pizza
11. LaFon's Instrument & Accessory
12. Mountain Billiards
13. Mountain States Press
14. Northwest Stone Co.
15. Resort Realty Inc.
16. Reynolds Metal Co.
17. Valley Glass Co.
18. Western Sandblasting Co.
19. York Research Co.
20. Zellerbach Paper Co.

Activity 2: Numerical Filing

1. 1/22/73
2. 2/10/73
3. 2/25/73
4. 3/30/73
5. 4/15/73
6. 5/3/73
7. 6/29/73
8. 7/18/73
9. 7/31/73
10. 8/25/73
11. 9/4/73
12. 9/11/73
13. 9/15/73
14. 9/19/73
15. 10/1/73
16. 10/10/73
17. 11/5/73
18.
19.
20.

Activity 3: Bills Unpaid

1. Inland Coca-Cola Bottling Co.
   12/8/72
2. Gem Auto Body
   12/16/72
3. Zellerbach Paper Co.
   2/9/73

The two outstanding bills for 1972 were lost in the mail and never received by the company. In writing the letter requesting payment, stress the importance of dealing with customers who will be returning for future business.

GRADE 7-8

SUBJECT English

CLUSTER Communications

JOB TITLE Radio Announcer
TV Announcer
Journalist

CONCEPT

1) Seven parts of speech
2) Complete sentences

PERFORMANCE OBJECTIVE

Students will demonstrate knowledge of parts of speech as demonstrated by using the seven parts of speech to create a complete sentence describing five careers.

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RECOMMENDATIONS

Use after chapter 6 on prepositions, page 172.

ACTIVITY Page 1 of 2

I. SITUATION

The parts of speech used in English can be used to describe any career.

II. STEPS

1) Make a list on the board of the parts of speech: noun, adjective, adverb, verb, pronoun, preposition, determiner. Ask students to tell what each part of speech does:

a) Noun: names a person, place or thing.
b) Determiner: marks a noun.
c) Adjective: describes nouns or noun phrases by telling what kind, what color, what size, etc.
d) Adverb: modifies verbs, adverbs and adjectives by telling how, when, where, how often or to what degree.
e) Pronoun: takes the place of a noun.
f) Preposition: shows how a noun or pronoun is related to another word in the sentence.

2) Select a career for an example to show how parts of speech are used to describe that career.

a) Example: Noun: doctor; Determiner: the
Noun: person = doctor
place = hospital
thing = stethoscope
Example sentence: The doctor operated on the sick patient early Friday morning.
b) Select several adjectives to describe the noun.
c) Choose verbs to show action noun performs.

(continued)

MATERIALS

Career books

MATERIALS

GRADE 7-E'

SUBJECT English

CLUSTER Communications

JOB TITLE Radio Announcer
TV Announcer
Journalist

65

II. STEPS

2d) Select adverbs that tell how the noun performs, when, where, how often or to what degree.

e) Use pronouns to replace the noun selected and prepositions to show the relationship between the noun or pronoun and another word in the sentence.

3) Have students select five specific careers and identify the career by giving examples of the seven parts of speech. From the examples for each part of speech, the students should each have five complete sentences.

4) Discuss the importance of good speech habits and writing style in relation to jobs in communications areas. Students list jobs which relate specifically to speaking and writing in the communications areas.

GRADE 7-E 2

SUBJECT English

CLUSTER Communications & Media

JOB TITLE Writer for Children's Coloring Book

CONCEPT

Creative writing

PERFORMANCE OBJECTIVE

Students will demonstrate a knowledge of creative writing as demonstrated by completion of a ten-page coloring book using short written passages for each page.

66

ACTIVITY

I. SITUATION

Most students have a younger brother or sister or friend they would be able to make a coloring book for. Through the process of three separate activities, students will play the roles of three different careers in order to finish a product.

II. STEPS

1) Show a few examples of simple coloring books to the class. Point out that each has a very simple story or relates to a specific season or holiday.

2) Students will decide on a particular person they want to make the coloring book for, preferably someone in grade three or less. Once they have decided who this person will be, then they will center the book around one of the following:

a) A particular or funny event involving this person
b) The person's room, bed and favorite toys
c) A special holiday, such as a birthday, for this person

3) Tell students they will need ten pages in their books (front and back if possible) and are to include two pages of dot-to-dot. Before they begin, they must write out what will be written on each page, no more than one sentence per page.

4) After the story has been written, the teacher should check for spelling errors before each student begins designing his/her coloring book. (Se Arts and Humanities activity for illustration.)

RECOMMENDATIONS

MATERIALS

MATERIALS

GRADE 7-F

SUBJECT English

CLUSTER Hospitality and Recreation

JOB TITLE Travel Agent

CONCEPT

Differences in English language in America and England

PERFORMANCE OBJECTIVE

Students will demonstrate knowledge of differences between English in America and in England as demonstrated by completing the handout with 80% accuracy.

ACTIVITY

I. SITUATION

A travel agent must be aware of the language problems people will face when travelling abroad. Even though English is spoken in England, there are many terms Americans are not familiar with. The travel agent should be able to help the traveler prepare for the language differences.

II. STEPS

1) Ask students if they know of any English terms or words that have different meanings in American than in England.

2) Pass out copies of "So You Think You Know English".

3) Read the introduction and the examples. Students are to complete Exercise I and II.

4) Discuss handout after it has been graded.

RECOMMENDATIONS

Unit on history of language

MATERIALS

Handout, "So You Think You Know English"

MATERIALS

GRADE 7-F

SUBJECT English

CLUSTER Hospitality and Recreation

JOB TITLE Travel Agent

SO YOU THINK YOU KNOW ENGLISH

The British and Americans both speak a language called English. For the most part, we have little difficulty understanding one another. There are times, however, when certain words and expressions may cause confusion. The American travelling in England might have to explain what he/she wants when he/she tries to purchase a package of thumbtacks. On the other hand, the Englishman driving his/her motorcar through America might have trouble being understood when he/she asks for petrol or when he/she wants his/her windscreen cleaned.

EXERCISE I:

Can you match the list of British words on the left with their American counterparts?

Example:

British	American
1) petrol	a) automobile
2) windscreen	b) windshield
3) motorcar	c) gasoline

Answers: 1) petrol--c) gasoline
2) windscreen--b) windshield
3) motorcar--a) automobile

1) bonnet	a) rare
2) wings	b) orchestra (seats)
3) dustman	c) truck
4) cooker	d) newsstand
5) wireless	e) tavern
6) lift	f) turn signal
7) holiday	g) vest
8) kiosk	h) thumbtack
9) cotton wool	i) two weeks
10) indicator	j) oven
11) maize	k) garbage collector
12) fortnight	l) elevator
13) public house	m) crackers, cookies
14) waistcoat	n) radio
15) underdone (meat)	o) hood
16) lorry	p) dry goods store
17) draper's	q) absorbent cotton
18) drawing pin	r) vacation
19) stalls	s) corn
20) biscuits	t) fenders

EXERCISE II:

One word in each of the following sentences is British. Find the word and match it to its American counterpart in the column on the following page.

1) He collected the old newspapers and put them in the dustbin.

2) John hung his waterproof on a hook in the kitchen.

3) Mrs. Pryce-Jones bought a frying pan at the ironmonger's.

4) After dinner, the sweet was served.

5) Colin chose the joint and two vegetables from the dishes on the menu.

6) To get to his job, Ronald had to take a bus and the underground.

7) It was a new car, but something was wrong with the silencer.

8) The tightly furled umbrella and bowler had made Ian look British.

9) Signs alerted Peter to the roadwords ahead.

10) Nora put a coin in the geyser and waited for the water to turn hot.

11) She disapproved when he came to the dinner table in his vest.

derby	undershirt	dessert
garbage can	muffler	hot water heater
highway repairs	hardware store	roast
subway		raincoat

KEY

EXERCISE I:

1) O	6) L	11) S	16) C
2) T	7) R	12) I	17) P
3) K	8) D	13) E	18) H
4) J	9) Q	14) G	19) B
5) N	10) F	15) A	20) M

EXERCISE II:

1) dustbin--garbage can
2) waterproof--raincoat
3) ironmonger's--hardware store
4) sweet--dessert
5) joint--roast
6) underground--subway
7) silencer--muffler
8) bowler--derby
9) roadworks--highway repairs
10) geyser--hot water heater
11) vest-undershirt

GRADE 7-F
SUBJECT English
CLUSTER Hospitality and Recreation
JOB TITLE Travel Agent

GRADE 7 - G'

SUBJECT English

CLUSTER Environmental & Control

JOB TITLE Building Inspector

CONCEPT

Observation of details
Letter writing

PERFORMANCE OBJECTIVE

OL

Students will demonstrate knowledge of being observant and ability to communicate in written form as measured by identifying hazards that exist in the building & writing a letter requesting action on these hazards.

RECOMMENDATIONS

Business letter writing

ACTIVITY

I. SITUATION

It is the job of a building inspector to make sure that buildings are safe and well made. Each city has certain building codes that must be followed. A building inspector has to have a sharp eye to spot dangerous conditions in old buildings. As a building inspector it is your job to check your building for hazards.

II. STEPS

1. If possible, before beginning this activity, locate a copy of the City Building Code for the area relating to school buildings.
2. Ask students what kinds of hazards could they look for in inspecting the school building. A few examples are ceiling tiles or plaster falling, cracks in walls or ceilings, tiles or chipped concrete on floor, windows that are broken, light fixtures that don't work, stairs that are cracked, stairs without railings, number of bathrooms available and number of people using these facilities, doors that are warped, holes in the walls, heating vents clogged & many more.
3. Design a survey sheet of items to be checked for in the school. Each student is to keep accurate accounts of all hazards that exist, where the hazard is located and degree of damage done.
4. After all the data has been gathered, tabulate the information to see if the building meets with the City Building Code.
5. Have students write a letter requesting action on the more serious hazards.

MATERIALS: copy of City Building Code

MATERIALS

GRADE 7 - G2

SUBJECT English

CLUSTER Environmental Control

JOB TITLE Botanist

CONCEPT

Categorizing

PERFORMANCE OBJECTIVE

Students will be able to demonstrate effective categorizing as measured by placing 10 objects into 3 groups based upon similarities of these 10 objects.

ACTIVITY

I. SITUATION

The botanist studies all phases of plant life. He/she must be able to place plant life into certain categories in order to understand how these groups are similar.

II. STEPS

1. Students will go outside on the school grounds and collect 10 different leaves from plants in area.
2. Back in the classroom have class decide how these leaves could be grouped. Decide on three or four areas that can be used. Example: size, shape, color, texture.
3. Break the four main headings into smaller headings. Example: shape: round, oval, three pointed, flat.
4. Students number each leaf one - ten.
5. Using the number of each leaf, place the number in the column where it belongs. In some cases the leaf will be placed in more than one area.

RECOMMENDATIONS

Beginning of school year or in late spring when leaves are available.

MATERIALS LEAVES leaves small labels - stick-on

MATERIALS

GRADE 7 - H'

SUBJECT English

CLUSTER Personal Service

JOB TITLE Counselor - Psychologist

CONCEPT

Writing to convince

PERFORMANCE OBJECTIVE

Students will demonstrate knowledge of proper counseling concerning careers as measured by writing letters in answer to specific career problems.

RECOMMENDATIONS

Creative writing.

ACTIVITY Page 1 of 2

I. SITUATION

The problems people face in the career world are many. Some people are not prepared emotionally, physically or mentally for certain careers. There are outside factors which show that the individual is not at fault for not being able to perform a certain career.

II. STEPS

1. Students will be given the handout to show how some people could not handle a particular career because of emotional, physical or mental problems.
2. For each case, the student will write a summary trying to get the individual to pursue a different career. In some instances, the example may be bizarre but many letters written to "Dear Abby" are real problems.

MATERIALS

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GRADE 7 - H'
SUBJECT English
CLUSTER Personal Service
JOB TITLE Counselor - Psychologist

Examples of "Dear George" letters

Many people write to different psychologists for advice concerning a decision they are having trouble making. As the psychologist it is your job to give these people advice, in a very nice and polite way. See what you can come up with. After you complete these letters, see if you can come up with similar circumstances that show why some people would have a difficult time in a particular career.

Dear George,

I did not finish high school, so I got a job with a construction company carrying pipes to the location for the building site. Then I was promoted to roofer. I really like the job except for one thing. When they were teaching me how to roof with tar and also with tiles I was on the ground. Then when it came time to do the real job I had to go up on top of the house. It was then that I realized I had a fear of heights. I don't want to lose my job for fear I may not find another. What should I do?

Up in the Air

Dear George,

I like to make people feel good. When they are sick I like to comfort them and this is why I have become a nurse's aid. The only problem is that I can't stand the sight of blood and I almost fainted the other day when a patient got a bloody nose. How can I cope with this problem?

Faintly Yours.

Dear George,

I work at the humane shelter and take care of the dogs and cats that come in and are injured. Whenever I look into those soft, loving eyes I can hardly resist. My husband has threatened to divorce me if I bring one more animal home. We already have five cats and three dogs. I just can't stand to see those poor animals put to sleep. What can I do?

Brown Eyes

Dear George,
I work in the ladies department for a local store. I enjoy meeting people and helping them make the proper clothing selections. Since I am 45 years old and have no college education this job is very important to me. My problem is that I am allergic to cotton material and I spend a great deal of the time around clothes made from cotton. Some days I am so puffed up and my eyes are so watery I can hardly see the customer let alone help make the proper selection. Please help me because I need this job very badly.

Puffer

GRADE 7 -H2

SUBJECT English and American Humanities

CLUSTER Personal Services

JOB TITLE Caterer

ACTIVITY

I. SITUATION--Arranging a Table

Ask a caterer to talk to the group on styles appropriate for different situations.

CONCEPT

Arrangement and prior planning

PERFORMANCE OBJECTIVE

The student will arrange a center piece, utensils, and food in a fashion reflecting color awareness and recognition of a particular culture's preference.

HL

II. STEPS

1) Students will investigate various possibilities for centerpieces. See a florist for tips or use magazines for ideas.

2) Select table covering to harmonize.

3) Decide whether a sit-down dinner or a buffet is desirable.

RECOMMENDATIONS

Use with activity on recipes prepared with help of the elderly.

MATERIALS

Flowers and vase, table cloth, plates, utensils

MATERIALS

GRADE 7 - H3

SUBJECT English

CLUSTER Personal Service

JOB TITLE Child Care Attendant

CONCEPT

Directions, verbal

PERFORMANCE OBJECTIVE

Students will demonstrate the importance of accurate verbal directions as measured by role playing a child care attendant instructing a group of 5-6 preschoolers (played by classmates) in a game situation.

RECOMMENDATIONS

Early fall or spring as can be done outside.

ACTIVITY

I. SITUATION

Child care attendants are becoming a full time occupation as more mothers begin to work. It is important for the child care attendant to organize and direct the children in play activities. Since children cannot read directions the attendant must be able to give oral directions for playing games.

II. STEPS

1. Ask the students for examples of games they played as youngsters (pre-school). Write the names of these games on the board. Select one of the games and alter the game so that it is changed in some way to teach or interest preschool children. Example: instead of simply playing "follow the leader" have youngsters strictly go "under" things to teach words like under, over, through, etc.
2. Each student in class will give verbal directions for a child's game and a group of 5-6 students will role play the preschool group being taught the game.
3. Write up a game book using the ideas the students gave in class.

MATERIALS

54

GRADE 7 - H 4

SUBJECT English

CLUSTER Public Service

JOB TITLE Census Taker

ACTIVITY

I. SITUATION

The students will become amateur census takers. The information about themselves will be compiled for a class census.

CONCEPT

Gathering data

PERFORMANCE OBJECTIVE

Students will gather data relating to themselves at home & in school to create a class census of important information.

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II. STEPS

1. Discuss the information to be gathered by the students . A copy of the information sheet will be handed to each student.
2. After the students have completed the information sheet add all the totals for the class. This information could be expanded so that the students could conduct a school census.
3. Create any form you wish to use or follow the example of handout.

RECOMMENDATIONS

MATERIALS: Almanac
Charts showing data used by census takers

MATERIALS

55

GRADE 7 - H
SUBJECT English
CLUSTER Public Service
JOB TITLE Census Taker

CENSUS: INFORMATION SHEET

I. PERSONAL

1. Age
2. Sex
3. Month born
4. Hair color
5. Eye color
6. Height
7. Weight

II. FAMILY

1. Total number in household
2. Number of people under 18 yrs. old
3. Number of females
4. Number of males
5. Number of years lived at present address
6. Number of rooms in house (excluding closets)

_____ bedrooms _____ bathrooms

III. SCHOOL

1. How do you get to school: Walk____Ride car _____ Bike _____ Bus ____
2. What time do you arrive at school?
3. Do you eat hot lunch _____ cold lunch _____ snacks from machine ____
   snacks from corner store_____ don't eat lunch _____

IV. LEISURE TIME

Check any of the following activities you are involved with after school or during summer.

_____ swimming
_____ tennis
_____ baseball
_____ football
_____ basketball
_____ watch television
_____ listen to radio
_____ biking
_____ hiking
_____ camping
____ tent
____ camper
_____ playing chess
_____ other

1. What is your favorite television show?
2. What day do you watch the most television?
3. What is the name of the best book you have read lately?
4. What kind of stories do you like reading the most?

_____ animal
_____ people
_____ science fiction
_____ sports
_____ love stories
_____ mysteries
_____ other

5. What is your favorite radio station?

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GRADE 7 - J'

SUBJECT English

CLUSTER Transportation

JOB TITLE Air Traffic Controller

ACTIVITY

I. SITUATION

An Air Traffic Controller is responsible for scheduling landings, and take-offs for all airplanes at the airport. It is important that he/she schedule properly and be able to give directions accurately. Students will schedule landings and take-offs for 15 planes and know what the abbreviations for the airplanes mean.

II. STEPS

1. See attached sheet of abbreviations, used by air traffic controller. These can be duplicated for use by students or written on the board.
2. After students have learned the abbreviations they will schedule the landing and taking-off for several airlines. Handout Part II for each student.

Note to teacher: As students work on schedules create a situation involving an emergency landing.

CONCEPT

Understanding Abbreviations
Clear Speaking Voice in giving directions
Role Playing

PERFORMANCE OBJECTIVE

Students will demonstrate a knowledge of airline abbreviations as illustrated by completing a list of abbreviated air terms. Knowledge of clearly speaking as illustrated by role playing in Air Traffic Control based upon schedules made by students.

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RECOMMENDATIONS

MATERIALS

I. The following list contains the abbreviations used by the Air Traffic Controller when speaking over the radio:

AA	American Airlines	NW	Northwest Orient
AS	Alaska Airlines	PA	Pan American
BA	British Overseas Airways Corp.	PS	Pacific Southwest Airlines
BN	Braniff	QF	Quantas
CO	Continental	RW	Hughes Air West
DL	Delta	TW	Transworld Airlines (TWA)
EA	Eastern	UA	United Airlines.
FL	Frontier		

The Air Traffic Controller is responsible for scheduling planes for landing and taking off. The information he receives is written with the abbreviations and he must repeat the full name of the aircraft over the radio. Example: The ATC receives the schedule for the day and it is written that RW 681 will arrive at 2:00 p.m. When the ATC calls that flight over the radio, he must say "Hughes Air West 681"

II. The Air Traffic Controller works in the control tower at the airport. He must help planes land and take off. Below is a schedule of planes and your job is to make sure these planes land and take-off at the proper time. Flights cannot take off or land at the same time. There must be one minute between each take-off and landing. If one plane is ready to land, and another plane is ready to take off, the landing plane comes first.

Scheduled to land:

PA	Flight	1	12:45	
BN	Flight	40	12:30	(is 20 minutes early)
UA	Flight	17	12:28	(is 10 minutes late)
QF	Flight	135	12:40	
BA	Flight	20	12:35	
EA	Flight	11	12:30	
TW	Flight	141	12:25	

Scheduled to take off:

PS	Flight	7	12:35	
RW	Flight	101	12:40	
AS	Flight	20	12:30	
AA	Flight	4	12:30	
DL	Flight	19	12:25	
FL	Flight	88	12:28	
NW	Flight	2	12:45	
CO	Flight	900	12:10	(is 10 minutes late)

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GRADE 7 - J'

SUBJECT English
CLUSTER Transportation
JOB TITLE Air Traffic Controller

Now look over the schedule and place the planes in order of take-off and landing. Allow one minute between each flight. Write the full name of the plane instead of the abbreviation (refer to first handout). Use the following chart:

FLIGHT	Arrival or Departure	Time

GRADE 7 - J2

SUBJECT English

CLUSTER Transportation

JOB TITLE Air Traffic Controller

CONCEPT

Clear Speaking Voice

PERFORMANCE OBJECTIVE

18 Students will demonstrate knowledge of the International Phonetic Alphabet as measured by correctly speaking the alphabet with 90% accuracy.

ACTIVITY

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I. SITUATION

The Air Traffic Controllers throughout the world all use the International Phonetic Alphabet for radio operations. Letters are sometimes hard to distinguish over the radio so words are used to represent different letters of the alphabet.

II. STEPS

1. Give each student a copy of the Phonetic Alphabet. When speaking over the radio these words are used instead of just the letter. Example : 123A would be repeated over the radio as 123 Alpha.
2. After students have discussed the alphabet the teacher will decide the means of testing. This could be done through role playing, matching or multiple choice.

RECOMMENDATIONS

Use with activity # on Air Traffic Controller

MATERIALS

PHONETIC ALPHABET

A	Alpha	(al-fah)
B	Bravo	(brah-voh)
C	Charlie	(Char-lee or Shar-lee)
D	Delta	(dell-tah)
E	Echo	(eck-oh)
F	Foxtrot	(foks-trot)
G	Golf	(golf)
H	Hotel	(hoh-tel)
I	India	(in-dee-ah)
J	Juliett	(jew-lee-ett)
K	Kilo	(key-loh)
L	Lima	(lee-mah)
M	Mike	(mike)
N	November	(no-vem-ber)
O	Oscar	(oss-cah)
P	Papa	(pah-pah)
Q	Quebec	(keh-beck)
R	Romeo	(row-me-oh)
S	Sierra	(see-air-rah)
T	Tango	(tang-go)
U	Uniform	(you-nee-form or oo-nee-form)
V	Victor	(vik-tah)
W	Whiskey	(wiss-key)
X	X-ray	(ecks-ray)
Y	Yankee	(yang-key)
Z	Zulu	(zoo-loo)

GRADE 7 - K

SUBJECT English

CLUSTER Health

JOB TITLE Physical Therapist

ACTIVITY

I. SITUATION

The physical therapist must be able to communicate with people verbally & in written form. Schedules used for patients are generally written in abbreviated form. The students will write out the diagnosis & treatment of the patients based upon abbreviations that are used.

CONCEPT

Abbreviations
Descriptive Writing

PERFORMANCE OBJECTIVE

Students will demonstrate knowledge of abbreviations used in patient scheduling as measured by writing a description of the patient's diagnosis & treatment in long form with 70% accuracy

II. STEPS

1. Give students copy of handout of Physical Therapist. As a class, have students look up the following words in the dictionary: fracture, whirlpool, massage, varicose, prosthesis, ecchymosis, gluteal, bronchial, cerebral and vascular. Students need to know general definitions in order to write an accurate paragraph.
2. Discuss abbreviations used: these are not all the same as noted in the handout.
3. Students will write a paragraph describing the patient's diagnosis & treatment without using the abbreviation. All abbreviations used in the schedule must be written out in the student's paragraphs.
4. Optional: Ask students to give other medical terms they know & the abbreviations used.

RECOMMENDATIONS

MATERIALS

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GRADE 7 - K
SUBJECT English
CLUSTER Health
JOB TITLE Physical Therapist

The physical therapist is a professional health worker who, upon the referral of a physician,

EVALUATES the patient by performing specific tests to determine neurological, musculoskeletal, respiratory and cardiovascular status;

PLAN a treatment program for the patient as a result of the evaluation;

UTILIZES physical measures and instructs the patient as part of the overall treatment program;

APPLIES appropriate psychological and sociological principles in determining and carrying out the treatment program;

INSTRUCTS nonprofessional workers, members of the patient's family and family substitutes in carrying out specific procedures, and supervises their activity;

COMMUNICATES AND COOPERATES effectively with other health workers in the total rehabilitation effort;

FUNCTIONS in the prevention of disabilities, particularly of the musculoskeletal system.

The physical therapist deals directly with people who heed help with a physical problem. The therapist must be able to communicate with people and give proper instructions. In order to schedule all the people the therapist sees during one day, the therapist keeps accurate records concerning the patient, diagnosis and treatment. These schedules are written in abbreviated form and the list below contains abbreviations that can be used. Each therapist has his/her own individual way of keeping his schedules, but no self-respecting therapist would be caught without one. Read through the abbreviations and then write out the diagnosis and treatment for the patients in standard form.

fx - fractured
L - left
R - right
whp - whirlpool
us - ultrasound
mass -massage
ex - exercise
var - varicose
uv - ultra-violet
R of M - range of motion
act-assist - activity assist
pros - prosthesis
inst - instruction
ecchy - ecchymosis
glut - gluteal
x - times
bronch - bronchial
cerebro-vasc - cerebro-vascular
acc - accident

63

GRADE 7 - K
SUBJECT English
CLUSTER Health
JOB TITLE Physical Therapist

Find the definitions for these terms before you begin writing the diagnosis and treatment for the patients.

OUTPATIENTS

Time	Name	Diagnosis	Treatment
9	Sykes	fx, L elbow	whp, us, mass, ex
10	Gonzales	var. ulcer, L shin	whp, us, uv, dressing
11	Tower	paraplegic	body whp
1	Fredericks	fx, R femur	hot packs, mass, ex
2	Crum	acute low back	mass
3	Van Dyke	R prosthesis, arm	pros inst and drill

INPATIENTS

	Schwartz	ecchy, glut area	hot packs 4x daily
	Malone	bronch asthma	ex
	Gardner	cerebro-vasc acc	R of M ex, act-assist

During the day the physical therapist tended to nine patients. Write a paragraph explaining the different jobs the therapist had to do for these patients.

GRADE 7-12

SUBJECT English

CLUSTER Public Service

JOB TITLE Policeman

CONCEPT

Written descriptions of people and property

PERFORMANCE OBJECTIVE

Students will demonstrate knowledge of details as demonstrated by completing "Arrest and Property Record". Criteria will be based upon accuracy of reporting description of prisoner and his/her property.

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ACTIVITY

I. SITUATION

A policeman has many different jobs to perform. One of the most important jobs is to fill out reports as accurately as possible since these reports are used in court. One report the policeman has to fill out is the "Arrest and Property Record". When a person is arrested, it is necessary to keep a record of the arrest and any property the person has when he is being "booked". In this way the prisoner is assured of getting his/her property back upon release.

II. STEPS

1) Ask for one of the students to volunteer to act as the person who is arrested.

2) Create the incident that resulted in the arrest.

   a) Example: The person was caught leaving a home with a television in his/her possession. The residents of the home have been on vacation for three weeks.

3) Hand out copies of the "Arrest and Property Record" form.

4) The student volunteer will empty all contents of his pickets or her purse. The information for the form will be based upon description and possessions of the student (who will also fill out a form on himself).

5) After students complete the form, compare the differences.

RECOMMENDATIONS

MATERIALS

Student copies of "Arrest and Property Record" form, which should be obtained ahead of time from the Boise Police Department or Ada County Sheriff's Office

MATERIALS

GRADE 7-L[2]

SUBJECT English

CLUSTER Public Service

JOB TITLE Auctioneer

CONCEPT

Importance of listening and speaking

PERFORMANCE OBJECTIVE

1) Students will demonstrate the importance of listening as determined by writing down items sold by the auctioneer.

2) Students will demonstrate the importance of speaking clearly and quickly as demonstrated by auctioning three items to the class.

L8

ACTIVITY

I. SITUATION

Auctioneering is an art. Not only does an auctioneer have to speak clearly, distinctly and quickly; but also he/she needs to be able to listen to the buyers.

65

II. STEPS

1) As a lead into auctioneering, obtain a tape recording of an actual auction. Use the tape in class and have students write down the item sold, the price the item began at and the price the item sold for. After playing the tape, check for accuracy.

2) Have each student role-play the part of an auctioneer. Beforehand, ask students to bring three small items from home. For those who forget, have them sell items from the classroom.

RECOMMENDATIONS

MATERIALS

Tape of an auctioneer at work

MATERIALS

GRADE 7-L3

SUBJECT English

CLUSTER Public Service

JOB TITLE Mailman or Postal Carrier

CONCEPT

1) Organization of work
2) Word associations

PERFORMANCE OBJECTIVE

Students will demonstrate knowledge of proper organization as illustrated by placing in order names of people found on the postal carrier's route and organizing this route to be the most efficient means of delivering the mail.

ACTIVITY

I. SITUATION

Postal carriers need to organize the mail they will deliver on their route. Each letter needs to be in the proper place in order for the postal carrier to complete his/her job in a given amount of time.

II. STEPS

1) Hand out sheet #7-L-1 listing of all names on the route.

2) Hand out sheet #7-L-2 showing the location of each person on the list.

3) Have students read and follow directions on the handouts.

4) Optional: If time allows and materials are available, cut out thirty-eight small slips of paper, for each student, to represent envelopes. After each student decides which route he/she will take, he/she will write the name of each person on a slip of paper in the proper order, as it will be delivered. After this is completed, arrange the desks in the room in the order that they would appear on the four blocks. Time each student to see who can deliver his/her mail the quickest. As each student begins the route, the teacher will create a situation a postal carrier must face each day.

   a) Example: Hansens are on vacation and the postal carrier must hold their mail until they return.

RECOMMENDATIONS

MATERIALS:

Handouts for names and locations of people on the carrier's route
Optional: 38 sheets (small) paper as envelopes

MATERIALS

67

Mailman or Postal Carrier Activity

The postal carrier must be able to decide the shortest route to deliver the mail. The diagram on page #7-L-2 shows the four-block area you must cover as the postal carrier. You must start at point A and end at point B. You must deliver one letter to each house in the four-block area. After you have drawn arrows showing the route you will take on the diagram, then place the numbers one through thirty-eight on the list below. The list below should agree with the order in which you delivered the mail on the diagram or route you have taken.

____Adams	____Myers
____Ash	____Nally
____Black	____Pollard
____Bowman	____Puett
____Burton	____Rich
____Champ	____Roderick
____Collins	____Russell
____Dodge	____Skinner
____Evans	____Sloan
____Fields	____Sorbe
____Gamble	____Steele
____Hansen	____D. Talbot
____J. Jones	____L. Talbot
____R. Jones	____Tregaskis
____Korn	____Ulrich
____Lynch	____Voigt
____Mayberry	____Waddell
____Mick	____Yrazabal
____Munson	____Zabala

GRADE 7-L-3

SUBJECT English

CLUSTER Public Service

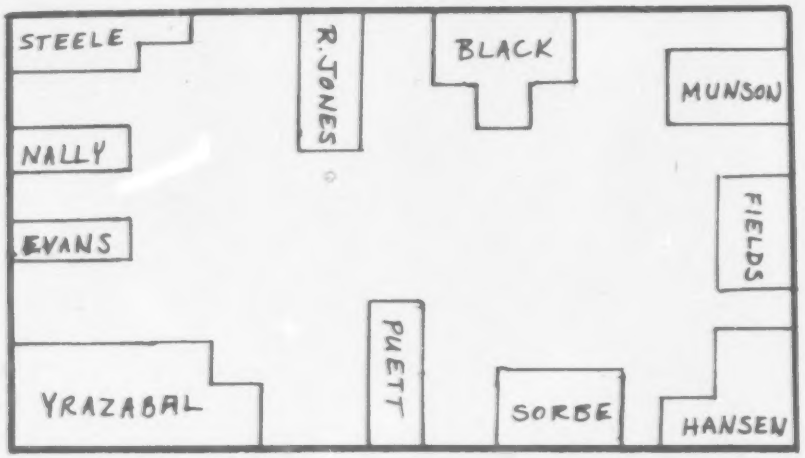
JOB TITLE Mailman or Postal Carrier

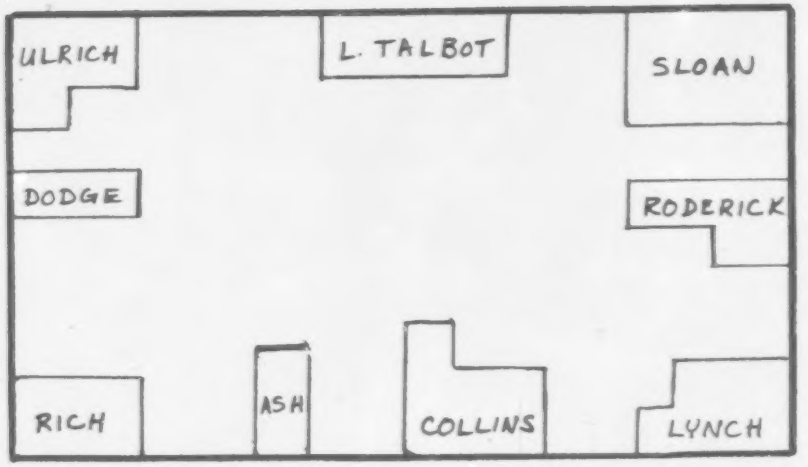
GRADE 7-L 3

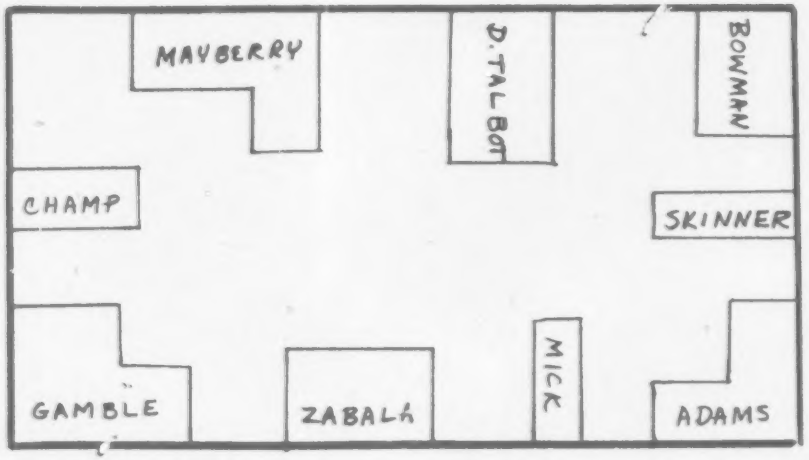
SUBJECT English

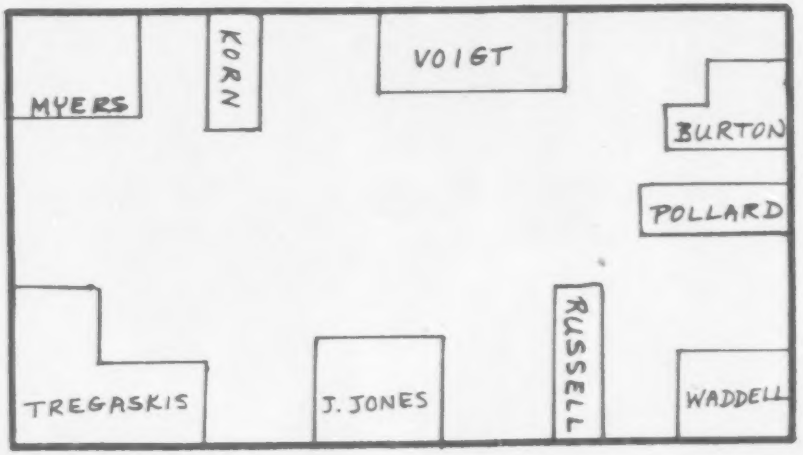
CLUSTER Public Service

JOB TITLE Mailman or Postal Carrier









90

GRADE 7 - 8

SUBJECT English

CLUSTER Agri. & Natural Resources

JOB TITLE Landscape Architect

CONCEPT

Spelling & descriptive writing through layout.

PERFORMANCE OBJECTIVE

Students will demonstrate knowledge of proper spelling and descriptive writing as measured by their completing the layout for a given area and correctly spelling all plants and shrubs to be used.

RECOMMENDATIONS

Fall or spring when weather is nice.

ACTIVITY

I. SITUATION

The landscape architect must be able to select proper plants for a given area. These plants should be colorful and blend with other shrubs and lawn sculptures in the particular area.

II. STEPS

1. Give each student a sheet of paper for sketching. Divide sheet in half to show area being used. On left side show locations of all trees, shrubs, sidewalks, etc. that are there now. On right side show what changes will be made.
2. Have students go outside to a specific area of school ground, preferably a place already having a few bushes or shrubs.
3. Each student make a diagram to show the area. Return to classroom to complete second part of sheet.
4. Have students look through gardening books in order to use proper names of plants they will be using in this area.
5. After the 2 sketches are complete, have each student put final sketch on sheet of paper as neatly as possible. This final sketch will be going to a customer, so it is important that it be neat.

MATERIALS Blank sheets of white paper
Books of trees, shrubs, flowers, etc.

MATERIALS

GRADE 7 - M

SUBJECT English

CLUSTER ~~Agr~~iculture and Natural Resources

JOB TITLE Landscape Architect

ACTIVITY Page 2 of 2

I. SITUATION

CONCEPT

II. STEPS

6. Put students' plans for the area on the bulletin board and see if any of these ideas might be used by the school to improve the looks of the school grounds.

PERFORMANCE OBJECTIVE

RECOMMENDATIONS

MATERIALS

GRADE 7 - M2

SUBJECT English

CLUSTER Agriculture & Nat. Resources
Business

JOB TITLE Florist

CONCEPT

Read & follow directions
Accurate reporting

PERFORMANCE OBJECTIVE

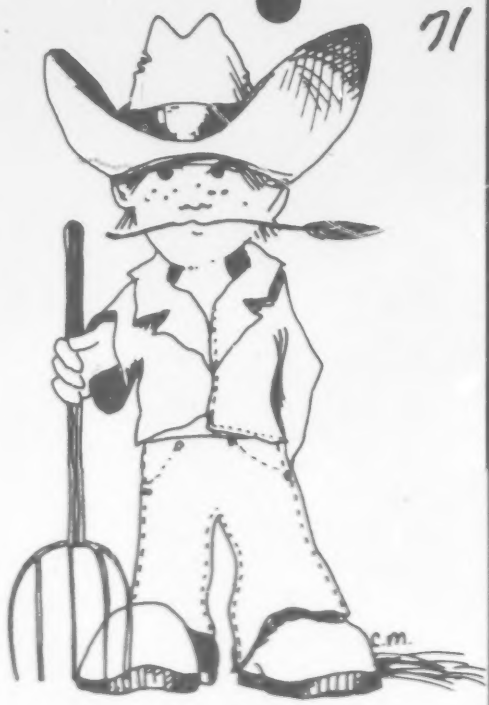
Students will demonstrate knowledge of growing plants as measured by selecting a common seed or plant, planting and accurately reporting the development of the plant.

93

ACTIVITY Page 1 of 6

I. SITUATION

There are many seeds and "left-overs" found in the home that can become a beautiful house plant. Many florists begin their interests at home by simply experimenting with different seeds and plants. Students will grow their own plants, keep a record of the plant's development & write a report about their activities.



71

II. STEPS

1. Handout copies of Planting Instructions & Rules to check to each student.
2. The fastest & easiest to grow are the pineapple & yam or sweet potato. The avocado takes longer. Other things that can be planted are: mango, gooseberry, bamboo, Jerusalem artichokes, sunflower seeds, pomegranate seeds, papaya, lemon seeds & orange seeds.
3. Students will decide on the plant they want to grow and will keep records of the development on the record sheet. After a period of a couple of months, have the students write a papagraph explaining what happened to their plants. (This could also be done as a class assignment & keep the plants in the room to watch the developments.)

RECOMMENDATIONS

The project should be in the early part of the year as it may involve several months.

MATERIALS

PLANTS AND PLANTING INSTRUCTIONS

"Perky Pineapple"

You will need a fairly shallow pot as the roots do not grow deep and soil is no problem. These plants love rich organic acidic soil and the best source of acid is coffee grounds. Make a mixture of one half potting soil, one fourth humus and one fourth coffee grounds (rinse grounds until water running through comes out fairly clear) and thoroughly dried by baking them on a cookie tin.

Cut off the green top of a pineapple along with one inch of the fruit. Let the top rest for one or two days before planting. Bury the fruit slice so the soil comes right up to the bottom of the crown. Give the plant a good heavy watering and use a weak dilution of liquid fertilizer to spray on the crown the first day of planting to help speed up initial growth. Occasionally spray the crown with a weak dilution of fertilizer and add iron to the soil as the plant thrives on iron.

Avocado

Select a ripe avocado and remove the pit. Rinse off the pit and let it dry for one day or overnight. Remove the brown skin and plant the pit in a pot with a diameter of seven inches. Fill the pot with a mixture of two-thirds potting soil and one-third humus plus a handful of vermiculite. Avocados will grow in almost any soil but do best in heavy, moist loam. An avocado pit is planted base down (the larger, flatter end, usually slightly indented) buried about two-thirds into the soil so the tip is still well exposed. Part of the pit must have access to light otherwise it will not germinate. Douse the pit with tepid water. If the air in the room is dry, invert a clear plastic cup or glass over the pit to help keep moisture in the soil around it. Wait one month for the pit to germinate. After the sprout reaches four inches or so add another layer of humus to cover the pit. An avocado is often first cut back when the shoot is about six inches tall. Trim two inches off the top, making a clean diagonal sweep of it. In a week or two a new shoot will develop along the lower stem. Later, when the plant has grown to two or three feet in height, the new top can be pruned again. As smaller branches develop, they may be pruned to "force" out more branches. In general, the more you prune, the thicker and bushier your plant will grow. When transplanting to larger pots use regular garden soil and mix in peanut shells for mulch.

Yams or Sweet Potatoes

Use a wide mouthed jar and stick toothpicks into the yam or sweet potato so the plant is partially covered by the water. In one week small green shoots should appear. Once the main shoots are 8" high, transplant to pots. Bury the potato completely in the soil even if some of the vines have to be covered with loose soil. Use a rich potting mixture of half humus, half potting soil with just a couple of small handfuls of sand. The pots for yams or sweet potato vines should be deep, at least 50% deeper than the length of the tubers themselves. Water liberally and keep in a sunny location.

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GRADES 7-M[2]
SUBJECT English
CLUSTER Agriculture & Nat. Resources
Business
JOB TITLE Florist

RULES TO CHECK IN GROWING PLANTS

I. Watering

1. Use tepid water for watering all your plants. They don't like cold baths any more than most of the rest of us do.
2. Water plants at dusk or even at night. Although it probably rains on this earth as often during the day as during the night, evening is when the dew falls. Besides, direct sun shining on newly watered leaves will often burn them.
3. It s better to water well twice a week than a little every day.
4. Water the plants from the bottom by setting the plants in the sink and fill with water.
5. Spray the leaves occasionally. If the leaves curl around the edges, the air is too dry. Move the plant into the bathroom in order to be in humid air.
6. If your water is heavily chlorinated, let it stand in an open container overnight before using. Don't use water that has been "softened"; the chemicals used in this process tend to collect in the pot, killing the plants.

II. Lighting

1. Plants love the sun, but strong, prolonged sunlight is rarely good for a plant in its first weeks of growth.
2. Plants can spend their entire life under artificial light, so don't let lamp-lit corners go bare of greenery.

III. Soil and Fertilization

1. Dig up the surface soil in your pots with a fork every two or three weeks. Plants have to breathe, and soil that is constantly watered tends to pack.
2. Don't overfertilize, but just as important, don't forget to fertilize. Follow directions given with the particular plant food.
3. Cigar or cigarette ash is very high in potassium, which helps make the leaves green so find any ashes that are available, and put them in the top of the pot.
4. A good source of fertilizer is eggshells. Put the eggshell in water and let stand overnight. Remove the shells and pour the water into the pot.
5. After two or three years the old soil should be removed and be replaced by good soil. Turn the pot upside down and keep tapping until the plant loosens and falls out. Remove as much of the old soil as possible by using a pencil around the root area. Repot in new soil.

75

IV. First Aid

1. If a plant's leaves begin to turn brown at the tips, chances are your're either overwatering or overfertilizing the plant.
2. If the leaves curl and brown, and you're not overwatering, chances are it's too warm or the air is too dry.
3. If the leaves turn pale or yellow, check the roots. The plant may be pot-bound and should be transplanted in a larger pot.

76

GRADE 7 - M2
SUBJECT English
CLUSTER Agriculture & Nat. Resources
Business
JOB TITLE Florist

Kind of plant being grown _____

Date of planting _____

Kind of container used (If a commercial pot is being used, keep track of the cost.) _____

Itemize all supplies used that involve cost.

_____ _____

_____ _____

_____ _____

Total cost in growing plant _____

Amt. plant sold for _____

Profit _____

RECORD OF GROWTH

Date	Watered	First Shoot Appeared	Fertilized	Transplanted	Pruned	Growth of Plant in Inches	Remarks: Make notations about any changes that occur. Include remarks about why plant did not grow, whether or not the seed germinated and any physical changes in the soil or plant.

GRADE 7 - N

SUBJECT English

CLUSTER Marine Science

JOB TITLE Oyster Farmer

ACTIVITY

I. SITUATION

Oyster farming can be a profitable business. In order to understand how oysters are raised as a crop, students will learn the basic terminolgy to be used in the reading assignment.

CONCEPT

Vocabulary of oyster farming
Spelling

PERFORMANCE OBJECTIVE

Students will demonstrate knowledge of terms used in oyster farming and spelling of these terms as measured by correctly defining & spelling terminology with 70% accuracy

II. STEPS

1. Handout copies of the vocabulary sheet to each student. Discuss each word. Have students look up oyster farming in an encyclopedia or other reference book.
2. Read orally the information on oyster farming. (Note: Before reading the assignment, ask students if they have ever eaten oysters or if any of them have oyster shells of oysters on hand to show the others.)
3. After reading material has been discussed and vocabulary reviewed, give students an oral vocabulary & spelling test. You might ask them to try to guess definitions of the words before you go over them as an oral exercise or perhaps matching of words and definitions.

(CONTINUED)

RECOMMENDATIONS

Spelling Unit

MATERIALS

78

GRADE 7 - N
SUBJECT English
CLUSTER Marine Science
JOB TITLE Oyster Farmer

VOCABULARY OF OYSTER FARMING

Aquiculture—Farming in the water (mariculture).
Bivalve—A mollusk with two shells (clam, oyster, mussel).
Claire—An artificial pond for growing oysters.
Cultch—Material used to collect oyster spat.
Dredge—A powered work barge used to harvest, transport, culture, or plant oysters.
Garland—Strings of oyster shell or other cultch.
Ground culture—Farming oysters on the bottom of an estuary.
Hardening grounds—An area high in the tidal areas where oyster seed is conditioned for oversea shipment.
Half sackers—People who steal oysters from beds.
Mariculture—Farming in the water (aquiculture).
Mean lower low water—The average tidal level over an extended period of the lower of the two low tides occurring daily. Sometimes called "zero tide level."
Mollusk—One of a group of soft, unsegmented animals (clam, snail, octopus).
Mother-shell strings—Strings of oyster shell used for collecting oyster spat.
Phytoplankton—Tiny free-drifting plants.
Piddock—Bivalve mollusk of genus *Pholas* or family *Pholadidae* having long ovate shells and burrowing in rocks or wood.
Rack culture—Farming oysters in fixed racks off bottom.
Raft culture—Farming oysters suspended from floats.
Seed—Young oysters.
Shucker, shucked—One who opens oysters and removes the meat from the shell; oyster meat removed from shell.
Skimming table—Shallow perforated stainless steel tray for washing, inspecting, and grading shucked oysters.
Spat—A newly settled or attached oyster; a post-larval oyster.
Stake culture—Farming oysters by attaching seed to small stakes about one foot above the mud.
Tong—Tool for manually gathering oysters in deep water.
Tsunami—A seismic sea wave.

GRADE 7 - 0

SUBJECT English

CLUSTER Marketing & Distribution

JOB TITLE Salesman

CONCEPT

Speaking to convince

PERFORMANCE OBJECTIVE

101

The student will demonstrate knowledge of the sell concept as measured by a verbal sales presentation to the class. Conditions are that the presentation will not exceed two minutes nor include more than one product. Criteria for success is instructor's satisfaction.

RECOMMENDATIONS

Chapter 8 - Speaking & Listening pp. 108-110.

ACTIVITY

I. SITUATION

Many people find jobs or part time work to help supplement the family income or for earning money to go to college. Many times these part time selling jobs become very profitable for the salesman or woman. The most common door to door salesperson sells Avon products or Fuller Brushes.

II. STEPS

1. Explain the Sell Concept to the students.
   a. Explain features: tell the special features of the product you are selling; price.
   b. List the benefits: what will the product do for the customer? What difficulties will the product help the customer overcome?
   c. Let the customer decide this is the product he/she wants (Example: lipstick - features: no smear; benefits: do not have to be put on as frequently; customer decide on best color)
2. Show students several examples of products sold by Avon or Fuller Brush. Collect brochures if products not available.
3. Have each student select one product to sell. Each student will write out the speech in order to sell that product. If students are unable to get the product to show in class, have them use pictures from magazines or brochures.
4. Each student will give his/her sales speech to the class, limited to two min. and only one product.

MATERIALS :

Several items sold by Avon dealers and Fuller Brush dealers; brochures

MATERIALS

GRADE 7-P

SUBJECT English

CLUSTER Construction

JOB TITLE Electronics Engineer

CONCEPT

Reading and following simple directions

PERFORMANCE OBJECTIVE

Students will demonstrate a knowledge of the detailed work of an electronics engineer as demonstrated by completing the wiring diagram with 100% accuracy.

201

ACTIVITY Page 1 of 2

I. SITUATION

An electronics technician must be able to read and follow directions in order to properly wire a circuit. He/she works with small pieces of wire and must enjoy careful, detailed work. Using the diagram, each student will follow the directions for wiring.

II. STEPS

1) Since this activity involves students' ability to read and follow directions, simply hand out the wiring diagram. Explain the detailed work of an electronics engineer and have students complete their own wiring.

2) Have a group discussion of the importance of proper wiring after the diagram is completed. Show correct procedure on overhead transparencies.

80

RECOMMENDATIONS

MATERIALS

Handout of wiring diagram, transparencies of diagram

MATERIALS

ACTIVITY: Electronis Technician

As an electronics technician you must be able to follow directions in order for the circuit you are wiring to work. Follow each step carefully and completely before going on to the next step.

1) Use a dotted line (. . .) to connect the letters in the following order: A-C-F-G-J-M-P-R (start at A)

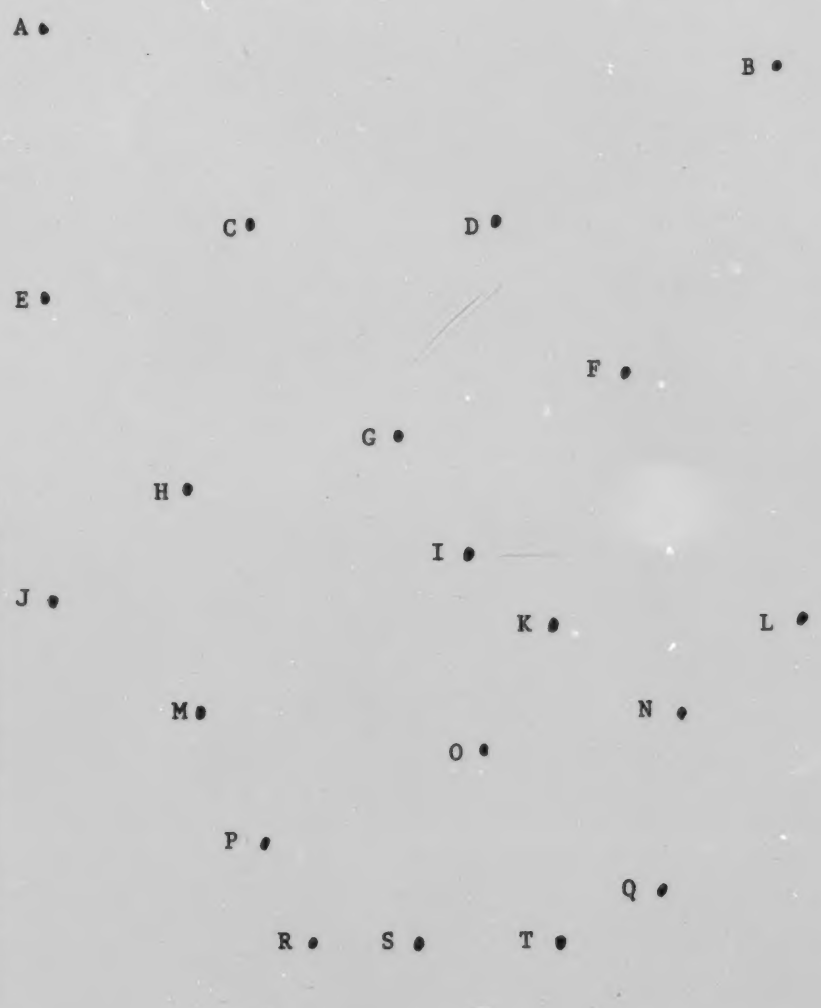
2) Use a broken line (- - -) to connect the letters in the following order: A-E-H-L-F-K-N-M-O-Q-P-T (start at A)

3) Use an "x" line (x x x) to connect the letters in the following order: B-D-G-I-K-O-P-S (Start at B)

4) Draw a large figure eight starting at B, going around H, and crossing at D.

5) Draw a square around Q, draw a square around N and connect these two squares with a straight line.

6) Write the figure 3 between A and B. Using a straight line, connect C and D, continuing up to figure 3 and from figure 3 back to C. You should have formed a triangle between figure 3, C and D.



GRADE 7-P

SUBJECT English

CLUSTER Construction

JOB TITLE Electronics Engineer

GRADE 7-9

SUBJECT English

CLUSTER Career Education

JOB TITLE Miscellaneous

CONCEPT

Spelling

PERFORMANCE OBJECTIVE

101

Students will demonstrate knowledge of many different occupations as demonstrated by completing the Occupations Puzzle and correctly spelling 75% of the occupations listed.

ACTIVITY

I. SITUATION

Our world consists of many different occupations. Careers range from very skilled and technical, like an engineer, to the physically demanding, like an athlete Each person finds the occupation he/she is qualified for.

II. STEPS

1) Hand out Occupations Puzzle.

2) Go through the list of occupations and discuss.

3) Students complete the puzzle and study words for a spelling test.

4) Give students the spelling test.

RECOMMENDATIONS

Beginning introduction for Career Education.

MATERIALS

Occupations Puzzle

MATERIALS

GRADE 7-Q'

SUBJECT English

CLUSTER Career Education

JOB TITLE Miscellaneous

ACTIVITY

OCCUPATIONS PUZZLE

A V I A U C T Y P H O T E N
S P R O F E S S O R W H A O
A T H L E T E R O T A I V A
I E L O R A T O R Y R N I T
L V M E T S Y K O A E V A H
O S A I L O R E N L E E T L
T I N M A Y G I C U A N O R
A L A W Y E R R S A T T M O
R I G O V E R N A P N O O N
E M E D T M P R Y P A R T R
E T R E D I T O R S H E I E
N Y V N V N Y Y E E C E D V
I R E T E I P A E N R A R O
G A N I T S I N M A E S U G
N T T S E T S R O T M E G H
E E O T O E T A I O T Y G C
O R R T S R V O T R A W I T
S C S E C A R A C E R A S O
A E N A I C I S U M A L T H
M S T S I T A M A R D A L P

1) engineer
2) manager
3) lawyer
4) minister
5) senator
6) inventor
7) aviator
8) governor
9) professor
10) mayor
11) dentist
12) druggist
13) musician
14) photographer
15) veterinarian
16) auctioneer
17) sailor
18) editor
19) typist
20) racer
21) orator
22) dramatist
23) merchant
24) secretary
25) athlete

GRADE 7 - 9

SUBJECT English

CLUSTER Miscellaneous

JOB TITLE Various

CONCEPT

Creative writing with sounds.

PERFORMANCE OBJECTIVE

Students will demonstrate awareness of sounds associated with careers as measured by completing "Sound Words" and writing a a paragraph.

Upon satisfactory completion of the nonvocational English unit, the students will be able to identify and describe the sounds associated with careers as measured by the student being able to complete "Sound Words" and writing a paragraph on this topic.

RECOMMENDATIONS

Writing assignment

ACTIVITY

I. SITUATION

Students will become familiar with sound words associated with different occupations. They will write a paragraph about an occupation and illustrate the occupation.

II. STEPS

1. Handout sheet on "Sound Words" to each student. Complete the handout and discuss in class words found for the four occupations.
2. Students will write a paragraph using the sound words for one of the occupations. Find pictures in magazines to illustrate the paragraph.
3. For additional work, have students use words of smell and taste.

MATERIALS magazines

MATERIALS

85

GRADE 7 - Q²
SUBJECT English
CLUSTER Miscellaneous
JOB TITLE Various

SOUND WORDS

Draw a line between the occupation and the sound that is most closely associated with it.

OCCUPATION	SOUND
1. rodeo performer	1. ring of a cash register
2. grocer	2. clicking of a typewriter
3. lighthouse keeper	3. bark of gunshot
4. soldier	4. moan of a foghorn
5. secretary	5. thunder of horses' hooves
6. truck driver	6. mowing of cats
7. skindiver	7. roar of a vacuum cleaner
8. housekeeper	8. silence
9. veterinarian	9. twang of guitar
10. folksinger	10. honking of horns

Below you will see four occupations. List all the sounds you would expect to hear in each occupation.

construction worker	orchestra conductor	ship's captain	circus performer

GRADE 8 - A'

SUBJECT English

CLUSTER Home Ec. or Marine Science

JOB TITLE Consumer Specialist

CONCEPT

Symbolism, Brand Names
Consumer Awareness
Reading

PERFORMANCE OBJECTIVE

801

Students will find at least 6 fish products that meet government specifications and label them with 100% accuracy.

RECOMMENDATIONS

This can be done with a unit on symbolism, advertising, or directions.

ACTIVITY Page 1 of 3

I. SITUATION

Students will assume the role of a consumer specialist. He will check to see what brand names can meet federal requirements.

II. STEPS

1. Read the fact sheet (on the following page) with students.
2. Stress the need to read can labels.
3. Students will from the list of 12 fish items listed on the work sheet, find 6 brand names that meet federal specifications.

(CONTINUED)

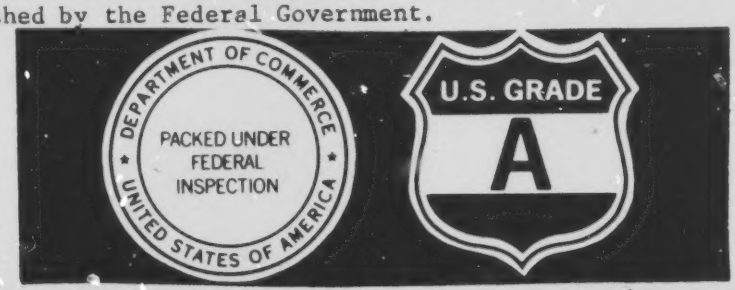
MATERIALS

87

GRADE 8 - A'
SUBJECT English
CLUSTER Home Ec. or Marine Science
JOB TITLE Consumer sSpecialist

FEDERAL INSPECTION MARKS FOR FISHERY PRODUCTS

U.S. Department of Commerce inspection marks identify quality fishery products by signifying that contents of the package conform to standards for quality and purity established by the Federal Government.



WHAT ARE FEDERAL INSPECTION MARKS? Federal inspection marks are official marks approved by the Secretary of Commerce and authorized for use on brand labels of fishery products. When displayed on product labels, these marks signify that Federal inspectors of the Department of Commerce inspected, graded and certified the products as having met all the requirements of the inspection regulations, and have been produced in accordance with official U.S. grade standards or approved specifications.

WHAT DO THE INSPECTION MARKS MEAN? The distinctive inspection marks are symbols which signify two distinct but related functions in guiding the consumer to safe, wholesome products produced in sanitary environment, and packed in accordance with uniform quality standards under the supervision of the U.S. Department of Commerce's voluntary inspection service. The functions symbolized by each mark follow:

"U.S. GRADE" MARK The "U.S. Grade" mark signifies that:

1. The product is clean, safe and wholesome.

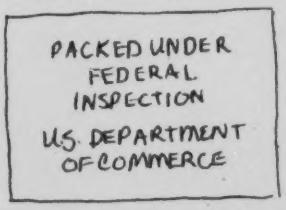
2. The product is of a specified quality, identified by the appropriate U.S. Grade designation, as determined by a Federal inspector in accordance with established requirements in the U.S. Grade standards.

3. The product was produced in an acceptable establishment, with proper equipment and in an appropriate processing environment as required by food control authorities.

(CONTINUED)

4. The product was processed under supervision by Federal food inspectors and packed by sanitary food handlers in accordance with specific Good Manufacturing Practice requirements.

5. The product is truthfully and accurately labeled as to common or usual name, optional ingredients and quantity.



"PACKED UNDER FEDERAL INSPECTION" MARK "Packed Under Federal Inspection" may be displayed as an official mark or as an official statement on the product label. The mark or statement signifies that the properly labeled product is clean, safe and wholesome and has been produced in an acceptable establishment, with appropriate equipment under the supervision of Federal inspectors. The product has not been graded as to a specific quality level, rather, it is an acceptable commercial quality as determined by Federal inspectors in a accordance with approved standards or specifications.

WHAT FISHERY PRODUCTS BEAR FEDERAL ISNPECTION MARKS? Many brand-name fishery products carry either one or both inspection marks on their labels. The following is a list of fish and shellfish products made from a variety of species of fish, which presently bear inspection marks.

- frozen raw fish fillets, portions, and sticks
- frozen fried fish fillets, portions, and sticks
- fresh or frozen whole or dressed fish
- frozen raw breaded shrimp
- frozen whole cooked crabs and crabmeat
- fried fish seafood cakes
- raw and fried fish dinners.
- fried clams and clam cake dinners
- fried scallops and fried scallop dinners.
- raw peeled and deveined shrimp
- cooked crabmeat, legs, and claws
- fish and shellfish in sauce dinners

Information by:

National Consumer Educational Services Office
National Marine Fisheries Service
100 East Ohio St.
Chicago, Illinois 60611

GRADE 8 - A 2

SUBJECT English

CLUSTER Home Ec

JOB TITLE Interior Decorator

CONCEPT

description (adjectives, adverbs)

PERFORMANCE OBJECTIVE

Students will complete the assignment by describing their concept of a room by proper use of adverbs and adjectives.

ACTIVITY

I. SITUATION

Two important factors that any interior decorator must consider are purpose and appeal of a room. Students will become interior decorators for the day by designing the ideal classroom. Students will write a report describing their ideal room, keeping in mind purpose and appeal. Students may want to sketch a room plan or make a model.

II. STEPS

1. Discussion of the important as well as necessary physical factors of a school room.
2. Students, individually or in groups, shall plan & describe their own classroom.
3. Students may also want to sketch or make a model of thier description.
4. Discussion of the feasibility of putting these suggestions in their present room.

RECOMMENDATIONS

To be used during unit on adverbs & adjectives.

MATERIALS drawing paper colors

MATERIALS

GRADE 8 - A[3]

SUBJECT English

CLUSTER Home Economics

JOB TITLE Company Home Economist

CONCEPT

Sequence of events
Speaking while demonstrating
Organization

PERFORMANCE OBJECTIVE

Students will be able to demonstrate while preparing a dish for the rest of class.

Upon the satisfactory completion of the Home Ec. Unit, the English students will be able to satisfactorily demonstrate as well as communicate as to the proper procedure & skills needed in preparing a dinner dish.

ACTIVITY

I. SITUATION

There are many opportunities in the field of Home Economics that require extensive communication skills. One such career is that of a Company Home Economist, i.e., Idaho Power Lady, etc. This exercise could also be valuable in the fields of business, etc.

II. STEPS

1. Students will research to find a recipe that they can demonstrate to the class.
2. Students will have to plan and organize their demonstration. They will need to plan what utensils etc. they will need. Many small appliances can be borrowed from school's Home Ec room if planned in advance.
3. Students present demonstration to class.

RECOMMENDATIONS

MATERIALS: many recipes like no bake cookies, hot dogs, etc. will work.

MATERIALS

GRADE 8 - A 4

SUBJECT English

CLUSTER Home Economics

JOB TITLE Home Ec. Journalist

CONCEPT

The use of descriptive language

PERFORMANCE OBJECTIVE

Students will describe the mannequin as shown by their descriptive article for paper.

Upon the satisfactory conclusion of the Home Ec. unit, the students will be able to construct a newspaper article suitable for release by describing the outlandish dress of a mannequin used in the class project.

ACTIVITY

I. SITUATION

Home Economics is fast becoming more than cooking and sewing. Students should be aware that there are many careers in the field of Home Ec. One such career is the Home Ec. journalist.
This activity could be effectively used within a newspaper unit.

II. STEPS

1. Teacher will bring into class an outlandishly dressed mannequin.
2. Students will write an article concerning the latest creation. (Teacher may want to assume the role of the designer and be interviewed)
3. Students may also sketch creation to enhance article.
4. Teacher may want to use the articles and sketches for a bulletin board.

RECOMMENDATIONS

Used with unit on Adjectives & Adverbs

MATERIALS mannequin

MATERIALS

GRADE 8-B

SUBJECT English

CLUSTER Industrial Arts

JOB TITLE Mechanic

CONCEPT

Filling out forms with actual information

PERFORMANCE OBJECTIVE

Students will complete forms with 100% accuracy.

411

ACTIVITY

I. SITUATION

The story below tells of a woman who was in an accident. You, as the auto mechanic, are asked for an estimate of repair costs to be given to the insurance people for payment. Most of the information needed for the estimate is given in the story. Any further information shall be left up to your discretion as the mechanic in charge.

II. STEPS

1) Give each student a copy of the story.

2) Read the situation in class.

3) Have students fill out an"Estimate of Repairs" sheet.

III. STORY

Mrs. John Moore of 591 East Elm Street, Boise was in an auto wreck, Tuesday, with her RX-3 red Mazda. As a result of the mishap, the door of her sedan was ruined beyond repair. Mrs. Moore took the car to a shop where the mechanic gave her the following estimate:

$200.00 - new door
$ 19.50 - trim and chrome
$ 35.00 - painting (sub-let)
$ 2.10 - screws and bolts
$ 50.00 - labor

The serial number for the 1974 model car was 5984320. The other model numbers checked by the mechanic were the license (IDA FNH-50) and the motor number (195-A).

RECOMMENDATIONS

MATERIALS

A copy for each student of the following: "Estimate of Repairs" sheet which can be obtained at most any garage; the story

MATERIALS

GRADE 7-B 2

SUBJECT English

CLUSTER Industrial Arts

JOB TITLE Telegraph Operator

CONCEPT

Communication methods

PERFORMANCE OBJECTIVE

Students will be able to write and decode messages with 85% accuracy.

115

ACTIVITY

I. SITUATION

Students will assume the role of a telegraph operator. They can send and decode messages to each other by using the chart attached. Students may want to further their investigation of this type of communication by doing some research on the topic.

II. STEPS

1) Give a brief background of the telegraph and its importance to early communication.

2) Hand out copies of the code to students and allow them to compose messages to other students.

3) Students may decode each others' messages.

4) Teacher may want to construct a facsimile of a telegraph to demonstrate to the class.

RECOMMENDATIONS

MATERIALS

A copy of the "International Morse Code" handout for each student

MATERIALS

INTERNATIONAL MORSE CODE

A	B	C	D	E	F	G	H	I
.-	-...	-.-.	-..	.	..-.	--.	....	..

J	K	L	M	N	O	P	Q
.---	-.-	.-..	--	-.	---	.--.	--.-

R	S	T	U	V	W	X	Y	Z
.-.	...	-	..-	...-	.--	-..-	-.--	--..

1	2	3	4	5	6	7
.----	..---	...--	....-	.....	-....	--...

8	9	0
---..	----.	-----

Period	Comma	Interrogation	Colon	Semicolon
.-.-.-	--..-	..--..	---...	-.-.-.

Quotation	End of Message	Understand	Start
.-..-.	.-.-.	.-.	-.-

Wait	SOS	Error
.-...	...---...	.....

GRADE 8-B2

SUBJECT English

CLUSTER Industrial Arts

JOB TITLE Telegraph Operator

GRADE 8 B 3

SUBJECT English

CLUSTER Industrial Arts

JOB TITLE Architect

CONCEPT

Follow directions

PERFORMANCE OBJECTIVE

L11

STudents will follow instructions to have a landscaped suburban home as indicated in the activity.

ACTIVITY

I. SITUATION

Skills of communication are essential in an architectural career. An architect must be able to communicate since he deals with written as well as oral instruction in many cases. The following activity will stress the need for communication.

II. STEPS

1. Discuss the importance of communication. Discussion may include how people perceive different meanings for the same instructions.
2. Hand out sheet listed on following page.
3. Instruct students to read all instructions then proceed with assignment.
4. Students' houses may become the basis for a bulletin board.

(CONTINUED)

RECOMMENDATIONS

Should be used with Communications or Instructions unit.

MATERIALS typing paper 8 basic color crayons

MATERIALS

96

GRADE 8 - B^{3}
SUBJECT English
CLUSTER Industrial Arts
JOB TITLE Architect

Instructions: Read ALL instructions first!!!!!

1. Draw a house
2. Put three windows in the house.
3. Put two panes of glass in each window.
4. Draw a chimney on the right hand side of the roof.
5. Color the chimney brown bricks.
6. Color the house yellow.
7. Place a door in the center of the home.
8. Color the door red.
9. Draw a circle on the bottom right hand side of your paper.
10. Draw a square around the circle.
11. Landscape the grounds that surround your house.
12. This home will be for a family of four.
13. This home will be in a suburban area.

GRADE 4

SUBJECT English

CLUSTER Industrial Arts

JOB TITLE Plumber

CONCEPT

Using and ordering from the catalogue

PERFORMANCE OBJECTIVE

Students will order from any catalogue 6 tools that are needed by a plumber in his trade. They will achieve this with 100% accuracy.

ACTIVITY

I. SITUATION

Student will assume the role of a plumber who is just setting up a business. He will need to decide which tools the will need and order them. Many of these tools can be secured from a catalogue such as Sears, etc.

II. STEPS

1. Students will need to consult with a plumber concerning the 5 - 10 tools that he will use most and are needed to start a business.
2. After getting the names of tools the student will check in the catalogue and fill out an order for these tools.
3. Teacher may want to use this as an outside class assignment as most homes will have some type of catalogue to order these from.

RECOMMENDATIONS

MATERIALS catalogue order blanks for materials needed.

MATERIALS

GRADE 8-C

SUBJECT English

CLUSTER Humanities

JOB TITLE Graphics Designer

CONCEPT

Advertising principles

PERFORMANCE OBJECTIVE

Students will complete a letterhead as checked by creativeness and neatness.

120

ACTIVITY

I. SITUATION

Student will assume to role of a graphics designer. In the situation a client will come in and ask the graphics designer to set up a letterhead for his/her business. This letterhead is to include a logo (picture) as well as the name of the company slogan, etc.

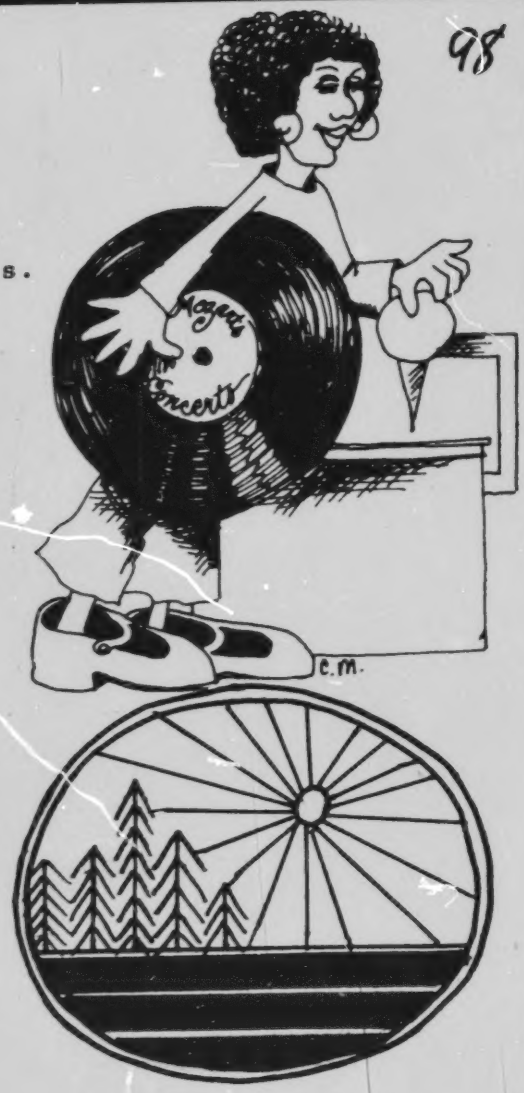
II. STEPS

1) Students will discuss the need for such letterheads.

2) Students will discuss items to be considered in designing a letterhead.

3) Letterhead (including logo) should contain the name and function of the company.

4) Students may then write their letters on their letterheads upon completion of the letterheads.



This is a logo or picture that is used by a company in Boise.

RECOMMENDATIONS

MATERIALS

Typing paper

MATERIALS

GRADE 8 - C²

SUBJECT English

CLUSTER Humanities & Fine Arts

JOB TITLE Reporter

CONCEPT

Concise writing to increase reader understanding.
Choice of words.

PERFORMANCE OBJECTIVE

The student will demonstrate understanding of concise wording as measured by completing the attached activity as measured against the "5 W's" reporters test.

ACTIVITY

I. SITUATION

Each student will assume the role of a reporter. One class member becomes guest speaker to be interviewed on the topic of their choice. The class as reporters must secure the information they need to write an effective article.

II. STEPS

1. Guest speaker will introduce himself and interview topic.
2. Students will have an alloted amount of time to get information and complete interview.
3. Students must meet deadline for completion of story.

RECOMMENDATIONS

Teacher must cover 5 W's in class

MATERIALS

GRADE 8 - C3

SUBJECT English

CLUSTER Humanities

JOB TITLE Copy Editor

CONCEPT

Punctuation, spelling, grammar
Main point of articles.

PERFORMANCE OBJECTIVE

Student will complete procedure by writing headlines concerning the main point of the story.

Upon the satisfactory completion of the Copy Editor unit, the student will be able to write headlines concerning the main point of the story.

ACTIVITY

I. SITUATION

Students will become familiar with another possible career within the journalism field by doing an activity concerning the work of a copy editor.
This activity can be used as a follow-up to the Reporter Activity.

II. STEPS

1. After students have finished writing articles as a reporter, they will exchange papers with another classmate.
2. This classmate will assume the role of a copy editor. He will read and check for errors in punctuation, spelling etc.
3. The copy editor will then write the headlines for the article.
4. Copy Editor may want to return article to make changes, etc.

Variation: teacher may wish to make overheads from articles from paper, excluding headlines. Students upon reading the articles may write their own headlines.

RECOMMENDATIONS

To be used with newspaper unit.

MATERIALS

GRADE 8 - C4

SUBJECT English

CLUSTER Arts & Humanities

JOB TITLE Cartoonist (Writer)

CONCEPT

Communication (visual using pictures & words)

PERFORMANCE OBJECTIVE

Students will complete activity by adding a script to illustration.

Upon the satisfactory completion of the Visual Communication unit, the students will be able to satisfactorily write and illustrate a newspaper comic strip.

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ACTIVITY

I. SITUATION

This activity may be used as a part of a newspaper unit.
The teacher may select a comic strip and have the student write the script that will accompany it. As an alternative, the teacher may wish to provide script and have students provide pictures.

II. STEPS

1. Discussion of comic strips in the newspaper as well as other publications.
2. Teacher may provide illustrations or script.
3. If teacher provides illustrations, then students will write script.
4. Likewise, students may illustrate if script is provided.

* Some students may wish to create their own comic strips.

101

RECOMMENDATIONS

MATERIALS

GRADE 8 - C5

SUBJECT English

CLUSTER Arts & Humanities

JOB TITLE Newspaper Reporter

ACTIVITY

I. SITUATION

As an introduction to a newspaper unit the teacher will familiarize the students with the jargon that an individual in a journalism career will use each day.

CONCEPT

Journalism jargon

PERFORMANCE OBJECTIVE

Students will make and complete crossword puzzles with 80% accuracy.

Upon the satisfactory completion of the newspaper unit, the students will become familiar with the everyday jargon used by a newspaper journalist and be able to complete a journalism crossword puzzle with and 80% degree of accuracy.

II. STEPS

1. Teacher will hand out sheet with journalism terms.
2. Teacher will give explanation of each and point out each one in newspaper for students.
3. Teacher will then assign students to make crossword puzzle using the terms listed on worksheet and others that students have found.
4. Students will then trade and work each other's puzzle.
5. Students will hand back to owner for correction.

RECOMMENDATIONS

MATERIALS

103

GRADE 8 - C5
SUBJECT English
CLUSTER Arts & Humanities
JOB TITLE Newspaper Reporter

EXTRA! EXTRA!

Banner: a headline that extends across the page - also called a streamer

Beat : a place or source that a reporter covers regularly in search of news; also called a newsbeat or run.

Body: all of a newstory except the headline and the lead.

Byline: a small line below the headline crediting the author or of a news story.

Cut-off Test: a check applied to a story to determine that the last paragrpahs contain no essential facts.

Deadline: a time at which all stories are due.

Ears: small boxes placed at the sides of the nameplate, containing brief lists of information.

Future Book: a list of all possible stories for future issues of a newspaper.

Head: another term for headline

Kill: delete before publication.

Lead: the first part of a news story, that gives a summary of the entire story.

Makeup: arrangement of a newspaper page or part of a page

Morgue: the newspaper library

Nameplate: the plate or line of type giving the newspaper's name; also called title plate or title line.

Scoop: The publishing of a news story before a rival newspaper does.

Spread: a headline across two or three columns; also two facing pages.

Typo: a typographical error (htt for the)

GRADE 8 - D'

SUBJECT English

CLUSTER Business & Office Related

JOB TITLE Avocational

CONCEPT

Abstract thinking
Vocabulary

PERFORMANCE OBJECTIVE

Students will complete puzzle with 90% accuracy.

126

ACTIVITY Page 1 of 2

I. SITUATION

As an enrichment activity, the teacher may wish to have students complete the following crossword puzzle. The puzzle may be done in conjunction with the Business & Office activities.

These may be used for average to slower student levels.

II. STEPS

1. Hand out crossword puzzle "Office Occupations" #9
2. Students may correct their own puzzles.
3. Discussion

104

RECOMMENDATIONS

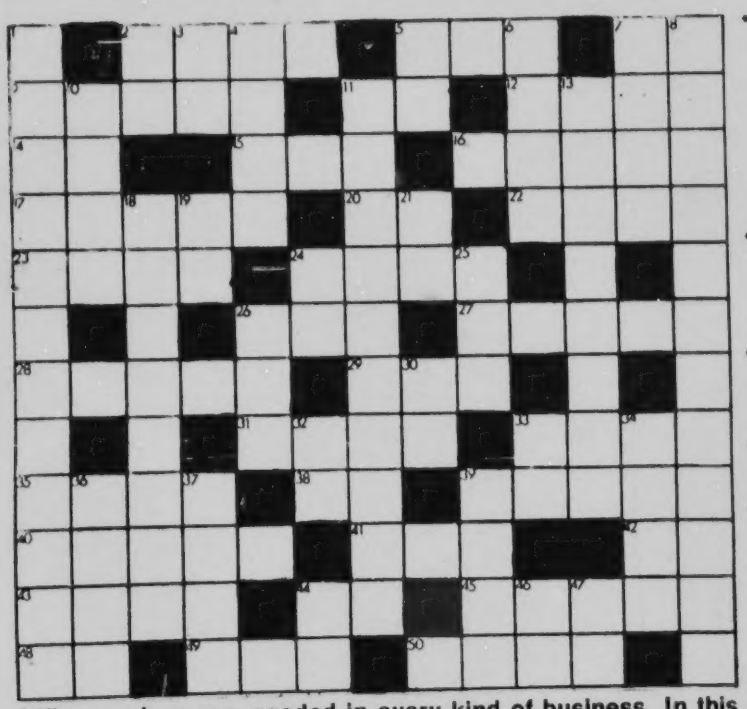
See Situation

MATERIALS

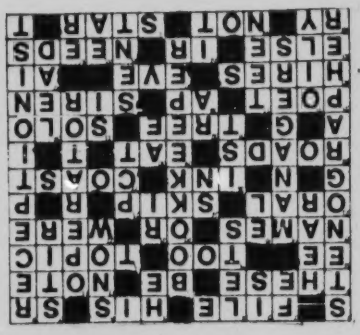
MATERIALS

105

OFFICE OCCUPATIONS



Office workers are needed in every kind of business. In this puzzle are six starred (*) entries about office occupations.



ACROSS

2. One who keeps office papers in order is a ____ clerk.
5. Belonging to *him*.
7. Senior (*abbrev.*).
9. Opposite of *those*.
11. Most common verb; "To ___."
12. Short letter; rhymes with *vote*.
14. The vowels in *feet*.
15. Also; same sound as *two*.
16. The main idea of a paragraph; rhymes with *tropic*.
17. People are called by ___.
20. Neither, nor; either, ____.
22. Past tense of *are*.
23. Of the mouth; rhymes with *floral*.
24. To move by stepping and hopping; rhymes with *ship*.
26. Liquid used for writing.
27. Land next to water; rhymes with *toast*.
28. Streets; highways.
29. Chew and swallow food.
31. Has leaves, branches, trunk.
33. Part for one person; rhymes with *polo*.

DOWN

* 1. Person who uses shorthand.
2. Abbreviation for *iron* (Chem.).
3. "I am, you are, he ____."
4. Allows; permits.
5. That man; rhymes with *me*.
6. White flakes from the sky.
7. Mix liquids; rhymes with *fir*.
* 8. One who works at the front desk of an office, greets people, and takes messages.
10. To listen to; rhymes with *fear*.
*11. One who keeps day-to-day records of a company's finances.
*13. One who works with a computer is a keypunch ____.
*18. People who run offices are called office ____.
19. Elevation (*abbrev.*).
21. Rhode Island (*abbrev.*).
24. First two consonants in *snake*.
25. Percentage (*abbrev.*).
26. Suffix that means *one who does*, as in *novelist*.
30. Albert Einstein, scientist (*initials*).
32. Radium (*abbrev.*).
33. Spanish for *yes*.
34. Opposite of *follow*.
36. Greasy; having oil.
37. One between ages 12 and 20.
39. Past tense of *send*.
44. That thing; "Give ___ to me."
46. The vowels in *read*.
47. Suffix that means *one who does*, as in *worker*.
35. One who writes poetry.
38. Associated Press (*abbrev.*).
39. Warning alarm on police car.
40. Gives a job to; rhymes with *fires*.
41. Adam's wife.
42. The vowels in *chain*.
43. Other and different; "Let somebody ____ do it."
44. Prefix that means *not*, as in *irregular*.
45. Must have; rhymes with *bleeds*.
48. Robert Young, actor (*initials*).
49. *Isn't* means *is* ____.
50. Leading performer in a show.

GRADE 8-D'
SUBJECT English
CLUSTER Business & Office
JOB TITLE Avocational

Page 2 of 2

GRADE 8-D 2

SUBJECT English

CLUSTER Business & Office

JOB TITLE Secretary

CONCEPT

Writing business letters

PERFORMANCE OBJECTIVE

Students will write a business letter containing the information on the classic forms of business letters, with 100% accuracy.

8 C1

ACTIVITY

I. SITUATION

Students may pretend they are in an office situation and actually send for some free literature on careers after composing a business letter.

II. STEPS

1) Hand out sheets with addresses of the various sources of information.

2) Students will choose an area of interest and write to a business, seeking information.

3) Upon arrival of the information, students may wish to prepare a bulletin board with the information that they received.

4) Sources fo free information can be found in the introductory portion of this guide.

RECOMMENDATIONS

Should be done early enough in the year that students have time to receive information.

MATERIALS

MATERIALS

GRADE 8 - D3

SUBJECT English

CLUSTER Business & Office

JOB TITLE Secretary

CONCEPT

Letter writing (business)

PERFORMANCE OBJECTIVE

Students will complete letter by following attached form with 100% accuracy.

ACTIVITY

I. SITUATION

A secretary's job concerns more than just typing & answering the phone. The student will compose a letter from the rough draft given them. They will transform the rough draft into a letter that any boss would be pleased to send from his or her office.

II. STEPS

1. Hand out rough draft.
2. Students choose pertinent information & compose a meaningful business letter.
3. Students may exchange letters when finished and discuss good and bad points or even write a reply.

*There is an attached form that gives the basic form for students who are having trouble.

(CONTINUED)

RECOMMENDATIONS

This may be used with a letter writing unit. There is also an activity that gives further addresses that students may write for info. concerning careers.

MATERIALS one industrial arts activity sets up the steps for a student to design his own letterhead.

MATERIALS

107

129

108

GRADE 8 - D3
SUBJECT English
CLUSTER Business & Office
JOB TITLE Secretary

Assume you are the secretary for the firm of:

Reed Inc.
561 N. Spruce St.
Phildelphia, Pennsylvania 77777

Your boss: R.R. Myers

Mr. Myers gives you the following information and asks you to compose a letter that can be sent in tomorrow's mail.

To: Johnson Publishing Co.
4060 Madison
Plainsville, New York 65321

Need: 50 copies of How to Make a Million Before You're 25
Softbound books.

Need by: June 30

Send C.O.D.

Call to confirm order June 1

(CONTINUED)

109

GRADE 8 - D3
SUBJECT English
CLUSTER Business & Office
JOB TITLE Secretary

Your Street Address

Your City, State & Zip Code

Today's Date

Company's Name

Department

Company's Street Address

Company's City, State, Zip Code

Greeting - Gentlemen:

Write your letter on these lines.

Closing - Sincerely yours,

Your name

GRADE 8-E'

SUBJECT English

CLUSTER Communications & Media

JOB TITLE Related

ACTIVITY

I. SITUATION

Upon completion of communications activities, the teacher may wish for students to complete the following crossword puzzle on Mass Communications. This puzzle for for average or below levels.

CONCEPT

1) Abstract thinking
2) Vocabulary

PERFORMANCE OBJECTIVE

Students shall complete the following activity with 90% accuracy.

II. STEPS

1) Hand out crossword puzzle, "Mass Communications", #6.
2) Students may correct their own by using key provided.
3) Discussion.

RECOMMENDATIONS

MATERIALS

MATERIALS

MASS COMMUNICATION

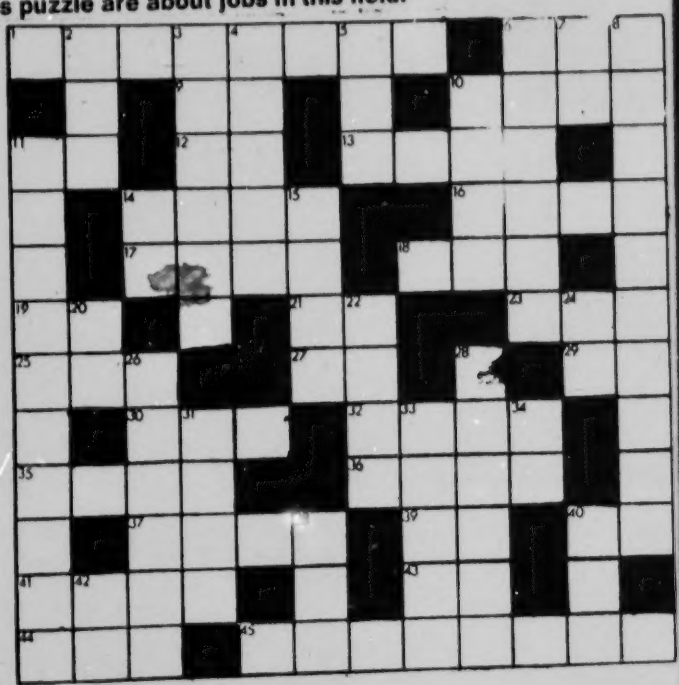
ACROSS

1. One who works at a telephone switchboard. Dial "0" for ____.
6. Small, crawling insect.
9. Elvis Presley, singer (*initials*).
10. Has leaves, branches, trunk.
11. Northeast (*abbrev.*).
12. Fourth note of musical scale; DO, RE, ME, ___, SO, LA, TI, DO.
13. Twelve inches.
14. Ocean waves and foam; rhymes with *turf*.
16. Long, narrow mark.
17. Prefix that means *against*, as in *anti-war*.
18. Businesses hire people to write ___ for products.
19. Sidney Poitier, actor (*initials*).
21. Pound (*abbrev.*).
23. Prefix that means *three*, as in *triangle*.
25. Animal foot.
27. Michigan (*abbrev.*).
29. Elke Sommer, actress (*initials*).
30. Runs Batted In (*abbrev.*).
32. A springing device used to catch animals.
35. A bucket; rhymes with *tail*.
36. You hear with them.
37. To say; rhymes with *well*.
39. Doug McClure, actor (*initials*).
40. Another word for *a*.
41. Tall, bamboo-like grass; rhymes with *seed*.
43. The vowels in *pie, tie*.
44. Polite word for *Mister*.
45. One who gathers news for newspapers, radio, or TV.

DOWN

2. Prefix that means *before*, as in *preview*.
3. Return money; uses prefix *re*.
4. Opposite of *together*; rhymes with *start*.
5. Opposite of *on*.
6. One who draws or paints pictures for magazines, books, etc.
7. Northeast (*abbrev.*).
8. Electronic means of communication. Many people work to produce ___ programs.
10. Past tense of *tell*.
11. Daily reports of news. Printers, editors, photographers all help to make ___.
14. South America (*abbrev.*).
15. Directors, cameramen, and sound crew work together to produce a motion picture ___.
20. Pennsylvania (*abbrev.*).
22. Cut food with your teeth; rhymes with *kite*.
24. Prefix that means *again*, as in *resell*.
26. One who makes up stories, movie scripts, books, etc.
28. Warm, _____, warmest.
31. Past tense of blow.
33. Disc jockeys are heard on the ___.
34. Paul Simon, songwriter (*initials*).
38. Say something untrue.
40. "I am, you _____, he is."
42. The vowels in *weight*.

Communication is concerned with the transmitting of ideas and words from person to person, from place to place. Nine starred (*) entries in this puzzle are about jobs in this field.



GRADE 8-E
SUBJECT English
CLUSTER Communications & Media
JOB TITLE Related

GRADE 8 - E 2

SUBJECT English

CLUSTER Communications

JOB TITLE Disc Jockey

CONCEPT

Oral Communication

PERFORMANCE OBJECTIVE

Students will complete the prescribed activity by following time allotments and distributing the music throughout with 100% accuracy.

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ACTIVITY

I. SITUATION

To become aware of the duties of a D.J. and the need to be able to communicate. Students will set up a 45 minute radio program. Students may want to work in groups while selecting and writing ads and news stories for their program.

112

II. STEPS

1. Students will discuss & list facets of radio production.
2. Students will organize a 45 minute radio program.
3. They will need to play at least 5 advertisements that will total 6 minutes.
4. They must also include a school menu.
5. They must have a total of 5 minutes of news.
6. They will need to allow for 1½ minutes for the weather.
7. One minute for community activities.
8. Teacher may choose to hand each group one or two news flashes to force students to make their show versatile as well as flexible.

RECOMMENDATIONS

MATERIALS record players many records
tape recorders list of top tunes

MATERIALS

GRADE 8 - F

SUBJECT English

CLUSTER Hospitality & Recreation

JOB TITLE Travel Agent

CONCEPT

Visual and written communication.
Description
Analysis of points of interest

PERFORMANCE OBJECTIVE

Students will judge brochures by their knowledge of Boise and by appeal of brochure.

ACTIVITY

I. SITUATION

A young couple from Atlanta, Georgia is considering a trip to Boise, Idaho. They send a letter of inquiry to you. Your job as a travel agent is to prepare a brochure that will insure a visit from the couple.

In planning this brochure, you might consider age, native state, climate, agriculture, etc. Don't forget immediately surrounding area.

II. STEPS

1. Explain situation.
2. Students should consider the native state in comparison with Boise as far as climate, etc. are concerned.
3. Students will prepare a brochure explaining the "hot spots" of Boise and surrounding area.
4. Project may take some time as students may wish to include pictures.

RECOMMENDATIONS

MATERIALS

GRADE 8 - G

SUBJECT English

CLUSTER Environmental & Control

JOB TITLE Meteorologist

CONCEPT

Use of symbols in communication

PERFORMANCE OBJECTIVE

Students will decode the weather map with 90% accuracy.

136

ACTIVITY Page 1 of 2

I. SITUATION

Given a list of the following weather symbols the students will assume the role of a weatherman. They will be given a weather map & from this map prepare a report.

II. STEPS

1. Give students a list of the weather symbols & discuss their meanings.
2. Hand out to students a copy of the weather map.
3. From the weather map & their knowledge of the symbols they will prepare a written weather report.
4. Teacher may also want to have the report similar to that of a T.V. report and have the students give it orally.

RECOMMENDATIONS

MATERIALS

Key

△ - Showers

↱ - Lightning

○ - Clear (Cloud Cover)

⊟ - Broken (.6 - .9) Cloud Cover

⊕ - Overcast (.9 Cover)

- Cold front

137

GRADE 8 - H'

SUBJECT English

CLUSTER Personal Services

JOB TITLE Post Office Clerk (Avocational)

CONCEPT

Vocabulary

PERFORMANCE OBJECTIVE

Students will complete word scramble with 100 % accuracy

ACTIVITY

I. SITUATION

These are terms that one may encounter while working at a post office.

II. STEPS

1. Hand out word scramble.
2. Students may exchange and correct each other.

(CONTINUED)

RECOMMENDATIONS

MATERIALS

GRADE 8 - H
SUBJECT English
CLUSTER Personal Services
JOB TITLE Post Office Clerk

AT THE POST OFFICE

C	C	L	E	R	K	C	U	O	P	W	O	D	N	I	W
E	D	R	D	R	A	W	R	O	F	F	O	R	M	S	S
R	E	T	S	A	M	T	S	O	P	F	E	E	N	P	O
T	R	U	C	K	E	T	E	F	A	D	I	L	E	E	Z
I	U	O	K	C	A	N	G	O	R	P	I	C	K	U	P
F	S	S	U	G	R	E	V	O	C	H	I	L	E	M	F
I	N	S	E	T	H	F	Y	E	E	A	I	T	A	D	I
E	I	C	H	R	E	E	D	E	L	M	I	T	H	E	R
D	R	A	W	A	N	T	E	D	P	O	S	T	E	R	S
G	A	L	F	O	E	C	E	R	O	P	P	G	R	E	T
R	H	E	M	A	I	L	I	N	S	E	A	E	H	T	C
E	E	T	I	V	I	N	I	T	T	K	C	L	I	S	L
T	R	T	R	V	T	R	E	G	C	H	U	T	E	I	A
R	H	E	E	S	T	N	E	A	A	X	U	X	O	G	S
O	S	R	O	M	O	R	P	A	R	R	I	O	A	E	S
S	Y	A	Z	Z	I	P	C	O	D	E	F	B	I	R	S

bag
box
certified
chute
clerk
cover
envelope
first class
flag
forms
forward
"fragile"
imprint
insured
letter
mail
meter
money order
office (delivery)
package
parcel post
pen
pickup
postage
postcard
postmaster
rate
registered
RFD
route
scale
service
sorter
special delivery
stamp
truck
"Wanted" poster
window
Zip code
Zone

GRADE 8 - H 2

SUBJECT English

CLUSTER Personal Services

JOB TITLE Counselor

CONCEPT

Verbal communication

PERFORMANCE OBJECTIVE

Students will have 75% agreement on the correct proposal by discussion in class.

Upon satisfactory completion of the Verbal Communication Unit, the student will have a 75% classroom agreement on the correct occupational proposals discussed in class.

ACTIVITY Page 1 of 2

I. SITUATION

An integral part of a school is its counselor. Students tend to see counselors as disciplinarians and figures of authority without realizing that they also are occupational advisors.
The following situations give students a chance to assume the role of a counselor.

II. STEPS

1. A discussion of the counselor services should begin the class.
2. Hand out the work sheets (shown on the following page)
3. Students in groups or individually will write up proposals for each situation.

RECOMMENDATIONS

This may be used in a group discussion unit.

MATERIALS: work sheet

MATERIALS

119

GRADE 8 - H 2
SUBJECT English
CLUSTER Personal Services
JOB TITLE Counselor

Below are some brief statements about individuals Based upon the data given, tell why their tentative educational or vocational decisions are good or bad.

A. Read each description and suggest what the individual might do:

1. August, a high school senior, has made "C's" and "D's" in four science courses. When asked what his occupational plans are, he states that he plans to become a doctor,

2. Barbara, a high school junior , likes school very much, has made straight "A's" and is in the top 1% of the population in mental ability. She states that after high school she plans to get a job on the assembly line at the local factory.

3. Clifford, a high school sophomore, has tested in the top 25% of mechanical aptitude. He likes working on car motors and spends summer vacations and weekends working on his father's farm. The high school curriculum Clifford has chosen to pursue is Business.

4. Debra, an eighth grader, likes school and does well academically. She likes babysitting and volunteers in her church school nursery. She wants to become an elementary school teacher.

5. Greg, a twelfth grader, scores in the top 10% of ability tests. His school work is very satisfactory. He whas very few friends and generally manages to anger other people by his irritableness and harsh, critical comments. He has stated that he wants to be a social worker.

6. Felice, a tenth grader, has above average ability according to test data and has done mostly "C" work with a few "D"s" and "B's". She is in the general curriculum but states that she does not like school and plans to drop out next month on her 16th birthday.

After making individual suggestions, get into groups and decide on the best solution for each of the situations.

GRADE 8-I

SUBJECT English

CLUSTER Manufacturing

JOB TITLE Shipping Clerk (Receiving)

CONCEPT

1) Filling out forms

2) Following directions

PERFORMANCE OBJECTIVE

Students should be able to complete the attached forms with 100% accuracy.

I. SITUATION--Ship Shape Shipper

After the shipping inspector has had a chance to look over the new shipment of goods, he has a worksheet he gives you, the shipping clerk. As a clerk you are responsible for filling out the forms for damaged goods. After reading the worksheet, fill out the form. Remember, it is very important to do the job as accurately as possible.

II. STEPS

1) Read the situation to the class.

2) Hand out the worksheet and forms.

3) If everyone understands the worksheet, then have the students fill out the form.

4) Discuss the need for dates, requisition numbers, names, etc.

RECOMMENDATIONS

MATERIALS

Worksheet, Material Rejection Notice

MATERIALS

GRADE 8-I

SUBJECT English

CLUSTER Manufacturing

JOB TITLE Shipping Clerk (Receiving)

SHIPPING CLERK (RECEIVING) WORKSHEET

Materials from:

Johnson LTD
5890 La Faye St.
Sacramento, California 85906

Received: 5/10/74

Purchase Order #560593

(5 of 10 sheets of oak paneling were split in the middle during shipping.)

Requisition number to replace stock:
#50659810

Inspected by: James E Hall 5/11/74

Materials were shipped to:
Los Angeles, California 89101

GRADE 8-I

SUBJECT English

CLUSTER Manufacturing

JOB TITLE Shipping Clerk (Receiving)

hhl

MATERIAL REJECTION NOTICE

WESTINGHOUSE FORM 9956U

NO MATERIAL TO BE RETURNED WITHOUT PROPER AUTHORIZATION

DISPOSITION REQUIRED ☐ FOR INFORMATION ONLY ☐

No. 229533

SUPPLIER OR SUPPLYING LOCATION		DATE MATERIAL RECD	ORIGINAL REQ. OR PURCH. ORDER NO.
MATERIAL FOR USE ON S.O. NO.	DRAWING AND ITEM	P.D. SPEC. OR M. NO.	STYLE, PATTERN, SIZE, L. SPEC., R.M. NO.
QUANTITY RECEIVED	DESCRIPTION OF MATERIAL		D.A. TAG NO.
QUANTITY REJECTED			

REASON FOR REJECTION

REPLACE REQ. NO. - IF NONE WHY?			LOCATION OF MATERIAL
INSPECTED BY	OF DIV., WKS., OR M & R PLANT	DATE INSPECTED	CHIEF INSPECTOR OF DIV., WKS. OR M & R PLANT MAKING REJECTION

DISPOSITION:

L. ORDER NO. OR SK. NO.	DISPOSITION AUTHORIZED BY	OF DIV., WKS., OR M & R PLANT	DATE AUTHORIZED

GRADE 8 - J

SUBJECT English

CLUSTER Transportation

JOB TITLE Stewardess

(Avocational)

CONCEPT

Vocabulary

PERFORMANCE OBJECTIVE

Students will complete word scramble with 100% accuracy.

ACTIVITY Page 1 of 2

I. SITUATION

As a stewardess you will encounter new words or at least new connotations of some words.

II. STEPS

1. Hand out word scramble.
2. Go over word list. Students should be able to tell you how words apply to the airlines.
3. Students can then find the words.

(CONTINUED)

RECOMMENDATIONS

These words may be used for spelling for slower students.

MATERIALS

GRADE 8 - J
SUBJECT English
CLUSTER Transportation
JOB TITLE Stewardess
(Avocational)

AIRPLANE TRIP

If you were to become a STEWARDESS you would come in contact with these words daily. Many of these words you will already know. See how many you can pick out of the word scramble.

airline
airplane
airport
aisle
altitude
approach
arrival
baggage
belt
boarding pass
cabin
carry-on
check in
coach
confirm
cruising speed
delay
departure
descent
earphones
exit
fare
first class
fly
galley
gate
ground crew
holding pattern
insurance
jet
landing
lounge

G T I X E Y F E A R P H O N E S C Y
R N I B A C I E R I L L A V I R R A
O R I R E S R U L U L A Y A W N U R
U N X D E L S O P U T B R Q M G I T
I I A F N E T A G I D R T E O I S I
D K T F I A C L P N E E A R V S I C
C C L O L O L O A G C L H P I R N K
R E S E R V A T I O N I O C E G G E
E H E K I L S V I A A I V U S D S T
W C C A A S S O O T R R D D N N P E
G A U T A W E I C K U F A R E G E L
M O R A Y I D A H B S D D I A B E B
R R I I A A R C E A N G E L S O D A
I P T R R R A P P G I L L S F L B T
F P Y P Y O W Q L G K E A L C R E E
N A C O C T E J R A Y O Y K C E L M
O K N R E T T A P G N I D L O H N I
C L U T A E S K L E S E C T I O N T

meal
movie
pilot
radio
reservation
runway
schedule
seat
section
security
sign
standby
taxi
ticket
timetable
stewardess
takeoff
tray
x-ray

GRADE 8 - K

SUBJECT English

CLUSTER Health Occupations - Related

JOB TITLE Avocational

CONCEPT

Abstract thinking
Vocabulary

PERFORMANCE OBJECTIVE

Students will complete crossword puzzle with 90% accuracy

ACTIVITY

I. SITUATION

Students, perhaps in conjunction with the Health Occupations activity, may want to fill out the following crossword puzzle. These puzzles tend to be for average or below levels.

II. STEPS

1. Hand out crossword puzzle, "Health Sciences" #10
2. Students may correct their own puzzle.
3. Discussion.

RECOMMENDATIONS

See Situation

MATERIALS

MATERIALS

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HEALTH SCIENCES

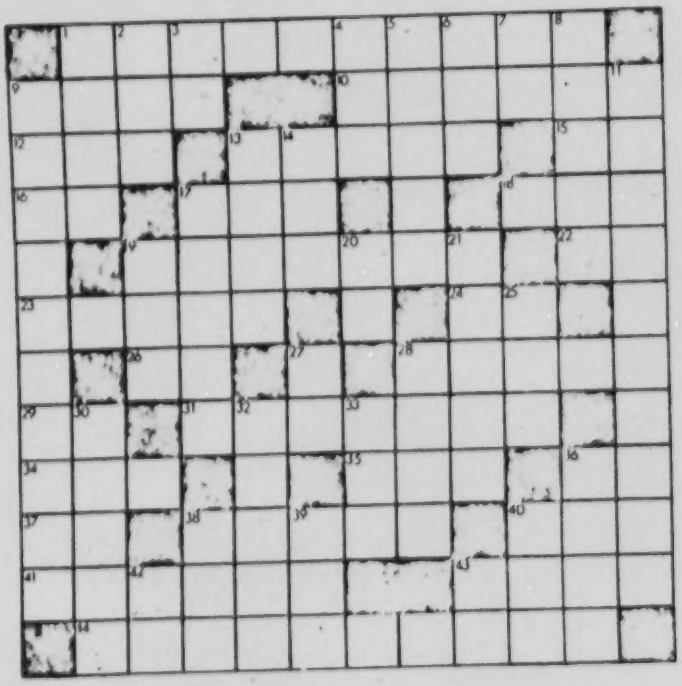
People in health sciences work to prevent and cure disease. There are six starred (*) health occupations in this puzzle.

ACROSS

*1. Hospital worker who operates X-ray or other machines.
9. Prefix meaning *after*, as in *postwar*.
10. Long; _____; longest.
12. Opposite of *cold*.
13. Trees found in warm climates.
15. Another word for *us*.
16. Alan King, comedian (*initials*).
17. Adult males.
18. Body part between hip and foot.
*19. Doctor who treats problems of the teeth and gums.
22. Rhode Island (*abbrev.*).
23. Breakfast, lunch, and dinner are _____.
24. Horsepower (*abbrev.*).
26. Dylan Thomas, poet (*initials*).
28. To make letters; rhymes with *mint*.
29. Charles Goodyear, American inventor (*initials*).
*31. Doctor who performs operations.
34. Internal Revenue Service (*abbrev.*).
35. Past tense of *see*.
36. Neither, nor; either, _____.
37. Southeast (*abbrev.*).
38. Thoughts or plans.
40. In debt; same sound as *oh*.
41. One who talks; uses suffix *er*.
43. Tiny grains on the beach.
*44. Patients with physical handicaps are helped by physical _____.

DOWN

1. Past tense of *take*.
2. Eastern Standard Time (*abbrev.*).
3. Cent (*abbrev.*).
4. Sick; rhymes with *pill*.
5. Use them to groom your hair.
6. Insurance (*abbrev.*).
7. Art Garfunkel, singer (*initials*).
8. New, _____, newest.
* 9. Person who distributes prescription drugs.
*11. *RN* is the abbreviation for _____ nurse.
13. They are used for writing.
14. A small, crawling insect.
17. Thaws out; rhymes with *belts*.
19. Short name for *father*.
20. Opposite of *out*.
21. To pitch; toss; rhymes with *crow*.
25. A wrestler tries to _____ his opponent to the mat.
27. Doctor (*abbrev.*).
28. Green vegetables in pods.
30. Outstanding; Mark Spitz is a _____ swimmer.
32. Opposite of *over*.
33. Girl Scouts of America (*abbrev.*).
36. Has; possesses.
38. Nickname of former President Dwight D. Eisenhower.
39. Earned Run Average (*abbrev.*).
40. Cereal grain; rhymes with *boat*.
42. Lena Horne, singer (*initials*).
43. Sally Struthers, actress (*initials*).



GRADE 8-K
SUBJECT English
CLUSTER Health Occupations-Related
JOB TITLE Avocational

GRADE 8 - K

SUBJECT English

CLUSTER Health Occupations

JOB TITLE USDA - Meat Inspector

CONCEPT

Research techniques

PERFORMANCE OBJECTIVE

Students after conferring with a butcher shop will be able to list in their report 5 qualifications meat must meet by the USDA.

ACTIVITY

I. SITUATION

Students will have to do some research with regard to what an actual meat inspector does. What qualifications do they have to meet? What things do they guard against, etc. for the good of the public.

II. STEPS

1. Discussion of a meat inspector.
2. Have the students contact a local butcher shop for specifications that must be met and write a report of the information they secure.
3. The class may want to arrange for a speaker from a local store to come to class.

RECOMMENDATIONS

MATERIALS

GRADE 8 - L'

SUBJECT English

CLUSTER Public Service

JOB TITLE Counselor

CONCEPT

Decision making
Self-development

PERFORMANCE OBJECTIVE

Students will fill out charts and tabulate results which are shown in the activity.

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ACTIVITY Page 1 of 4

I. SITUATION

Students must begin to realize their potential for future careers. These charts filled out before students register for classes in the spring may help them to choose classes, activities, etc.

II. STEPS

1. Students will fill out the attached charts.
2. Students will tabulate each chart so strengths & weaknesses will become apparent to each student.
3. Students will hand in a paper with the results listed by answering questions A,B & C.

RECOMMENDATIONS

MATERIALS Teachers may wish to make overheads to aid in explanation of the charts.

MATERIALS

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GRADE 8 - L
SUBJECT English
CLUSTER Public Service
JOB TITLE Counselor

I. Estimate your abilities by placing a check in the appropriate column.

ABILITIES	Lowest 25%	Low Average Next 25%	High Average Next 25%	Top 25%
Verbal				
Mathematical				
Mechanical				
Musical				
Clerical				
Artistic				
Creative				
Social				

II. Estimate your vocational interests by placing a check in the appropriate column.

INTERESTS	Lowest 25%	Low Average Next 25%	High Average Next 25%	Top 25%
Outdoor				
Mechanical				
Computational				
Scientific				
Persuasive				
Artistic				
Literary				
Musical				
Social Service				
Clerical				

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GRADE 8 - L
SUBJECT English
CLUSTER Public Service
JOB TITLE Counselor

III. Estimate where you stand on the following personality traits.

TRAITS	Lowest 25%	Low Average Next 25%	High Average Next 25%	Top 25%
Energetic				
Outgoing				
Shy				
Hardworking				
Cooperative				
Aggressive				
Sense of Humor				
Enthusiastic				
Friendly				
Responsible				
Concern for Others				
Seriousness				
Leadership				
Self-Centered				

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GRADE 8 - L'
SUBJECT English
CLUSTER Public Service
JOB TITLE Counselor

IV. Estimate your school achievements.

AREA	Lowest 25%	Low Average Next 25%	High Average Next 25%	Top 25%
English				
Mathematics				
Social Studies				
Science				
Foreign Language				
Art				
Music				
Physical Education				
Shop				
Home Economics				
Business				
Extracurricular Activities				

A. Waht are your chief interests?

B. In what ways do your interests relate to your abilities?

C. Do any of your abilities and interests seem to conflict with each other? If so, how?

GRADE 8 - 12

SUBJECT English

CLUSTER Public Service

JOB TITLE Counselor

CONCEPT

Decision making

PERFORMANCE OBJECTIVE

Students will complete assignment individually. Through group discussion students must decide on 6 most important decisions.

ACTIVITY Page 1 of 3

I. SITUATION

Jr. High students make many decisions each day that will affect their future and eventual careers. This exercise presents some of the decisions a student will make each day.

This may be used as a supplement during the year.

II. STEPS

1. Teacher will hand out to each student a copy of the situations listed on the following page.
2. Students will answer the questions following the situation individually.
3. In group discussion class must agree on 6 most important steps and what Janet should have done.

RECOMMENDATIONS

This may take 1 - 2 periods.

MATERIALS copies of worksheet

MATERIALS

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CRADE 8 -L 2
SUBJECT English

CLUSTER Public Service
JOB TITLE Counselor

Consider the many decisions of varying importance that Janet, an 8th grader must make throughout a day. Janet arises at 7:00 a.m. Immediately she begins to make decisions and will continue to do so until she goes to bed. The following are some of the decisions.

1. She must decide what to wear.
2. Wonders whether she should walk or talk her mother into driving her to school.
3. She must remember to get books and lunch money together.
4. She must decide upon arrival at school if she should go find her friends or get the necessary books, etc. she will need for class first.
5. She goes to her first class, Algebra I, and must decide whether to raise her hand to volunteer during discussion.
6. Between classes she meets a friend who wants to talk, but if she stops for any length of time whe will be tardy for English where the teacher is strict about punctuality.
7. In English class she is given a test where she must choose 5 out of 7 questions to answer.
8. Janet goes to social studies where the teacher gives back an earlier exam. Janet feels it was marked unfairly and tries to decide if she should talk to the instructor.
9. After lunch, Sue, a close friend, asks Janet to go bike riding after school. She has reason to believe that she will be invited to go swimming with the "in" group in school.
10. Janet goes to the library in her study hall to finish her English assignment which is due tomorrow. Some good friends sit with her who want to discuss the party Friday night.
11. In her science class, Janet is reprimanded for inattention during an experiment. Janet feels that this is not fair and tries to decide if she should talk to her teacher about it.
12. Janet's English teacher contacts her after school and asks her if she would be interested in a job that would pay $1.75 per hour. Janet is behind in her studies.
13. Janet arrives home at 3:30 p.m. and her mother says that a neighbor would like her to babysit from 4:00 till 6:30. Janet had planned to do her homework before dinner as her favorite TV show is on after dinner from 8:00 till 10:00.

GRADE 8 -L 2
SUBJECT English
CLUSTER Public Service
JOB TITLE Counselor

14. Janet's TV show is on, but she also wants to wash and dry her hair before going to bed at 10:30.

A. Pick out the 6 most important situations Janet was in that day and tell why each was important.

B. In the 6 situations that you listed, what decision did Janet make and why?

C. In the 6 situations you have listed, what would have been your decision?

135

GRADE 8 - L3

SUBJECT English

CLUSTER Public Service

JOB TITLE Psychologist

ACTIVITY

I. SITUATION

CONCEPT

Decision making
Behaviour change

157

PERFORMANCE OBJECTIVE

Students will complete the assignment in groups with concensus among group members.

Behaviour is a very important facet of the work world. Students will need to learn to get along with many different types of people. Being able to cope and change their own behaviour is also very important.

II. STEPS

Students will help the individual cited in each situation to change their behaviour.

1. Students in groups will propose a solution to each of the following situations.
2. Class discussion should follow to compare the various findings.

RECOMMENDATIONS

This may be used at any time throughout the school year.

MATERIALS work sheet

MATERIALS

136

GRADE 8 - L 3
SUBJECT English
CLUSTER Public Service
JOB TITLE Psychologist

An important concept of behaviour is that behaviour can be changed.

A. Given below are some descriptions of individuals who want to change their behaviour. After each description suggest some ways that this can be accomplished.

1. Arthur is very shy in groups of other students and has difficulty reciting in class. He recognizes this as a handicap both socially and academically and wants to change. To change, Arthur should ____

2. Betty gets very excited and loud in group discussions. She knows that this bothers others and really does not want to be this way. Betty could _____

3. Michael is an extremely critical person. He often picks out the faults of others and openly argues with teachers about unimportant matters. He is aware that other students avoid him and that his behaviour with teachers is damaging to him. Michael could _____

4. Denise is a bright, capable student who becomes very nervous when she takes tests. Both she and her teachers are aware that her test performance suffers because of this situation. Denise could._____

5. Edward has moved to town recently and has had difficulty in finding friends. He is very lonely. To make friends, he could _____

6. For some time, Frances and her parents have disagreed on her choice of friends, dress, hours and taking responsibilities at home. Things have become so bad that Frances and her parents rarely talk to each other. Frances does not like this strained home atmosphere. She could _____

GRADE 8 - L4

SUBJECT English

CLUSTER Public Service

JOB TITLE Educator

CONCEPT

Decision Making

PERFORMANCE OBJECTIVE

Students will propose solution & must have 100% agreement by group for each solution.

Class discussion must have 75% agreement per situation.

RECOMMENDATIONS

Could take up to 3 class periods.

ACTIVITY Page 1 of 2

I. SITUATION

The following situations are decisions that students encounter throughout their junior high experience. The ability to make these decisions is the basis for making rational decisions in the work world. Can be used any time during the school year.

II. STEPS

1. Teacher will hand out sheet of situations.
2. Students in groups of 2-3 will agree on solution for each situation.
3. Combine group solutions to make a class solution for each situation.

MATERIALS

GRADE 8-L4
SUBJECT English
CLUSTER Public Service
JOB TITLE Educator

Making decisions can be a tough thing to do as the alternatives can be and often are equally attractive or unattractive.

A. Assume you are the person in each of the situations. How will you handle it?

1. Jamie and John do an assignment together after school. Jamie forgets the next morning and leaves his assignment at home. In class, Jamie asks John if he can copy his paper. John decides _____

2. Susan has put off cleaning her room for several days. Her mother insists that it be done after school today. Susan, like many of her friends, has been given a free pass to the show, good only today. Susan decides to _____

3. Linda wants very much to be an active member of Pep Club and a cheerleader. Linda's best friends are opposed to such organizations. Linda is afraid that she may lose her friends if she joins. Linda decides to _____

4. Jim is a very good student, especially in science. Three of his classmates, who are in danger of failing the class, ask him for help the night before the exam. His father comes home from work with tickets to the city championship basketball game. Since they get to spend little time together, he asks Jim to go with him. Jim decides to _____

5. Tom does not understand the assignment. Susan is very fond of Tom, who is a leading basketball player for the school team. Tom asks for her completed paper. Susan decides to _____

B. Form groups consisting of 3 - 5 members. Discuss and list reasons for the various decisions that were made. What basic values does your group believe to be involved in each of the 5 situations?

GRADE 8 - L5

SUBJECT English

CLUSTER Public Service - Related

JOB TITLE Avocational

ACTIVITY Page 1 of 2

I. SITUATION

Students in coordination with Public Services Unit may wish to complete the following crossword puzzle.

This puzzle is designed for average or below level students.

CONCEPT

Abstract thinking
Vocabulary

PERFORMANCE OBJECTIVE

Students will complete activities with 90% accuracy

II. STEPS

1. Hand out puzzle "Serving the Public" #7.
2. Students may correct their own with the key that is provided.

RECOMMENDATIONS

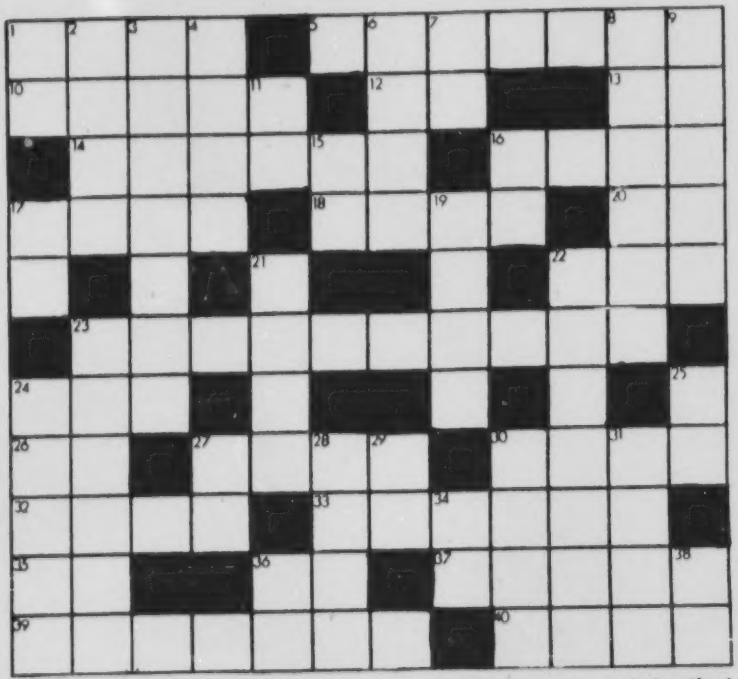
See Situation.

MATERIALS

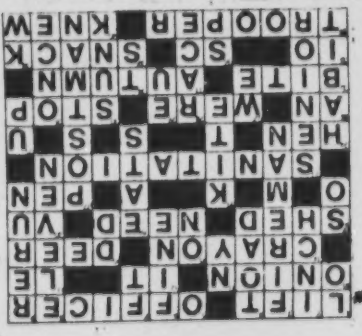
MATERIALS

140

SERVING THE PUBLIC I



In this puzzle, the five starred (*) entries are about jobs that make life safer and more convenient for everyone.



ACROSS

1. To raise, pull up; rhymes with *sift*.
*5. A policeman is a law enforcement _____.
10. Strong-smelling vegetable; rhymes with *bunion*.
12. That thing; "Give __ to me."
13. Leif Erikson, explorer (*initials*).
14. Used for drawing in coloring books.
16. Animal with antlers.
17. Small building used to store things; tool _____.
18. Must have; rhymes with *bleed*.
20. Vanderbilt University (*abbrev.*).
22. Used for writing.
*23. People who collect trash are called _____ workers.
24. Female chicken.
26. Another word for *a*.
27. Past tense of *are*.
30. Opposite of *go*.
32. To cut with your teeth; rhymes with # 21 DOWN.
33. Halloween is celebrated during this season.
35. Vowels are A, E, __, __, U.
36. South Carolina (*abbrev.*).
37. A small quick meal; rhymes with *back*.
*39. A state policeman or highway patrolman; state _____.
40. Past tense of *know*.

DOWN

1. Laurence Olivier, actor (*initials*).
2. 1/12th of a foot.
*3. Someone who helps to prevent and to put out fires.
4. Looks like a frog, rhymes with *road*.
6. Very good; "I feel just ____."
7. Foot (*abbrev.*).
8. Number of players on a football team.
9. A movie shown again on TV.
11. New York (*abbrev.*).
15. Opposite of *off*.
16. Doris Day, actress (*initials*).
17. Therefore; rhymes with *go*.
19. Chews and swallows food.
21. Toy you fly in the sky.
*22. Person who delivers mail.
23. Freshman; Sophomore; Junior; _____.
24. Routine that is hard to break; a bad or good __.
25. Opposite of *down*.
27. Another word for *us*.
28. Running contest; rhymes with *face*.
29. Emory University (*abbrev.*).
30. Past participle of *sink*; sink, sank, _____.
31. One time.
34. Tommy Smothers, comedian (*initials*).
36. Spelling (*abbrev.*).
38. Kilowatt (*abbrev.*).

GRADE 8-L5
SUBJECT English
CLUSTER Public Service-Related
JOB TITLE Avocational
Page 2 of 2

GRADE 8 - M

SUBJECT English

CLUSTER Agriculture & Natural Resources

JOB TITLE Avocational

ACTIVITY

I. SITUATION

Students, perhaps in conjunction with the Agriculture & Natural Resources activity, may work this crossword puzzle for an enrichment activity. Especially good for slower students.

141

CONCEPT

Abstract thinking
Vocabulary

163

PERFORMANCE OBJECTIVE

Students shall complete the following puzzle with 90% accuracy.

II. STEPS

1. Hand out crossword puzzle, "Working with Plants & Animals" #11.
2. Students may check their own puzzles with answer sheet that is provided.

RECOMMENDATIONS

MATERIALS

MATERIALS

142

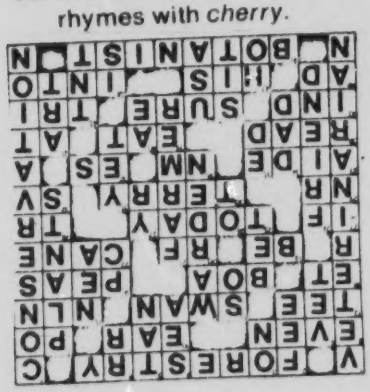
WORKING WITH PLANTS AND ANIMALS

ACROSS

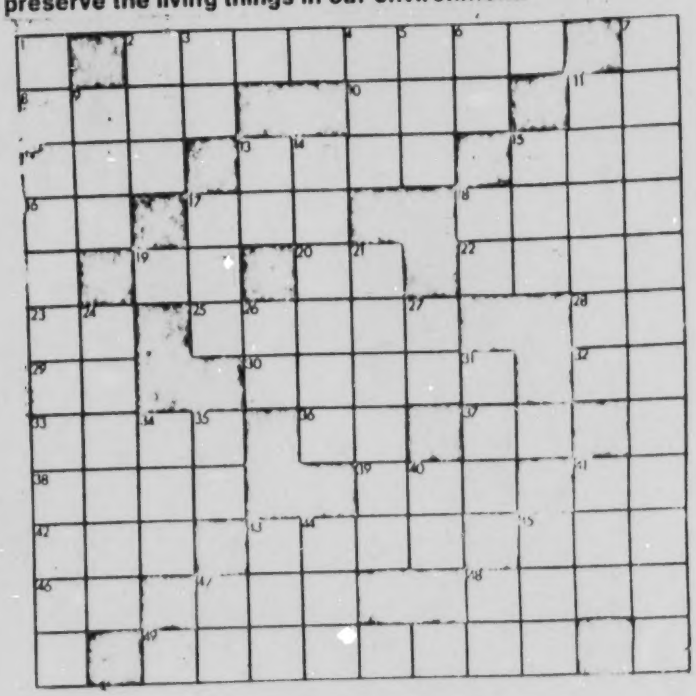
2. Science of caring for and protecting woods and forests.
8. Can be divided by two; opposite of *odd*.
10. Organ of hearing.
11. Post Office (*abbrev.*).
12. Peg used to hold a golf ball.
13. A graceful, white, water bird.
15. National League for Nursing (*abbrev.*).
16. Elizabeth Taylor, actress (*initials*).
17. Large snake; ___ constrictor.
18. Green vegetables in pods.
19. Most common verb: "To ___."
20. Redd Foxx, comedian (*initials*).
22. Walking stick.
23. Supposing that; "I would do it ____ I could."
25. This day; before tomorrow.
28. Theodore Roosevelt, 26th President of the U.S. (*initials*).
29. Nelson Rockefeller, N.Y. Governor (*initials*).
30. Boat used for short distances; rhymes with *cherry*.
32. **The 19th letter**: R, ___, T; the 22nd letter : U, ___, W.
33. Helper; Nurse's ____.
36. New Mexico (*abbrev.*).
37. Plural ending, as in *dishes*.
38. "That was a good book I ___."
39. Chew and swallow food.
41. Near to; by; rhymes with *hat*.
42. Independent (*abbrev.*).
43. Certain; rhymes with *cure*.
45. Prefix that means *three*, as in *triangle*.
46. Advertisement (*abbrev.*).
47. Belonging to *him*.
48. Opposite of *out of*.
*49. Scientist who studies plants.

DOWN

* 1. Doctor who treats animals.
2. Money paid for service; rhymes with *see*.
3. Upon; rhymes with *con*.
4. Large body of salt water.
5. Light brown color; beige.
6. Railroad (*abbrev.*).
* 7. Protection of wildlife and natural resources.
* 9. Abbreviation for # 1 ACROSS.
*11. Green growing things.
13. Therefore; rhymes with *no*.
*14. One who enforces hunting and fishing laws; game ___.
15. National Education Association (*abbrev.*).
17. To gamble; rhymes with *net*.
18. Petula Clark, singer (*initials*).
*21. A person who raises crops or livestock.
24. Pal; buddy.
26. A table is made ____ wood.
27. Twelve months (*abbrev.*).
31. So far; "I haven't done my homework ____."
34. Another word for *father*.
35. Nickname for *Edward*.
40. Albert Einstein, scientist (*initials*).
41. Short name for *Arthur*.
43. Opposite of *stand*.
44. United States of America (*abbrev.*).
45. Tri-nitro-toluene, explosive (*abbrev.*).
47. Hugh O'Brian, actor (*initials*).
48. "I am, you are, he ____."



The eight starred (*) entries in this puzzle tell about jobs that help preserve the living things in our environment.



GRADE 8-M
SUBJECT English
CLUSTER Agriculture & Natural Resources
JOB TITLE Avocational

GRADE 8 - O

SUBJECT English

CLUSTER Marketing & Distribution

JOB TITLE Advertiser

CONCEPT

Visual Communication

PERFORMANCE OBJECTIVE

Students will complete assignment by preparing an ad poster-size. Class will determine the poster-ad.

165

ACTIVITY

I. SITUATION

Students will assume the role of an advertiser in the situation listed below. Teacher may want to have a discussion concerning the choice of color, lettering, etc. in communicating.

II. STEPS

1. Read students the following:

   A famous after-shave company comes to you with their new product. They are having a difficult time naming their new creation and leave the name and advertising scheme to you. They request a poster with the sales ad to present to the board of directors.

2. Discussion of color, words, etc. that may be used in the above case.

3. Each student will prepare one ad on a poster size piece of tagboard.

RECOMMENDATIONS

Great for bulletin boards, etc.

MATERIALS POSTER BOARD

Poster board, colors, etc.

MATERIALS

GRADE 8-P

SUBJECT English

CLUSTER Construction

JOB TITLE Engineer

CONCEPT

Transferring information to and from forms.

PERFORMANCE OBJECTIVE

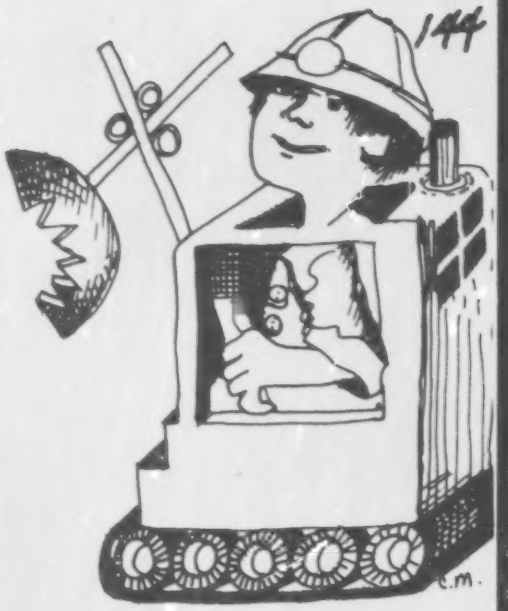
Students will fill out forms with 100% accuracy.

1606

ACTIVITY Page 1 of 4

I. SITUATION--Claim to Fame

You are an engineer for a leading construction company. Upon the arrival of a recent order for materials, you find that the order is not correct. You are required by your company to fill out a "Claim for Damage/Shortage" form. On the following sheets you will find the items ordered as well as what was actually received.



II. STEPS

1) Discuss the term"invoice".

2) Check the order and the notes to find information that you will need to fill out forms.

3) Secure the proper form and carefully fill in necessary information.

RECOMMENDATIONS

MATERIALS

MATERIALS

145

5/6/74 Shipped Union Pacific RR

INVOICE

To: Westinghouse Electronic Company
566 S. Oak
Anywhere, Idaho 60905

Item No.	Quantity	Description
006	350 Bd Ft	spruce (2 X 4)
6001	3 kegs	#2 nails
642	8 boxes	steel bolts
605	4 bundles	oak slats
536	5 boxes	pine paneling

From:
Jacoles Supply Co.
5360 N Jantzen
Somewhere, Calif.
80009

GRADE 8-P
SUBJECT English
CLUSTER Construction
JOB TITLE Engineer

1.46

ORDER FORM

Order No. 536758

To: Jacobs Supply Co.
5360 N. Jantzen
Somewhere, California 80009

Item No.	Quantity	Description
536	5 boxes	pine paneling
6001	3 kegs	#2 nails
605	5 bundles	oak slats
642	15 boxes	steel bolts
006	600 Bd Ft	spruce (2 X 4)

GRADE 8-P
SUBJECT English
CLUSTER Construction
JOB TITLE Engineer

147

GRADE 8-P

SUBJECT English

CLUSTER Construction

JOB TITLE Engineer

Page 4 of 4

169

CLAIM FOR DAMAGE/SHORTAGE
FORM 34703

Westinghouse Electric Corporation

No. 16030

AT _____

_____ DATE _____

TO _____

_____

_____ CARRIER

NOTIFICATION OF SHORTAGE OR DAMAGE. Claim is hereby presented for the value ($100.00 more or less) and will be supported by the required documentary evidence.

WAYBILL OR PRO NO. & DATE	CAR OR TRAILER NO.	FREIGHT BILL NO.

(CHECK APPLICABLE STATEMENT)

☐ On _____ we received from your company a shipment consisting of:

☐ Shipment via _____ to _____

was received from your company consisting of:

_____

_____

from _____

_____

ORDER NO.	STOCK LOCATION	SN OR AP NO.	DATED

SUPPLIER

_____

ORDER NO. ON WHICH REPAIRS WERE MADE

_____

Condition of shipment (explain damage or shortage) _____

_____

Westinghouse Electric Corporation

148

GRADE 8-9

SUBJECT English

CLUSTER Miscellaneous

JOB TITLE Avocational

ACTIVITY Page 1 of 2

I. SITUATION

Students may want to work this crossword puzzle concerning "Jobs of the Future". This is an average to low level puzzle.

CONCEPT

1) Abstract thinking
2) Vocabulary

PERFORMANCE OBJECTIVE

Students shall complete puzzle with 90% accuracy.

II. STEPS

1) Hand out puzzle "Jobs of the Future", #6.

2) Students may check their own on answer sheet provided.

OLI 170

RECOMMENDATIONS

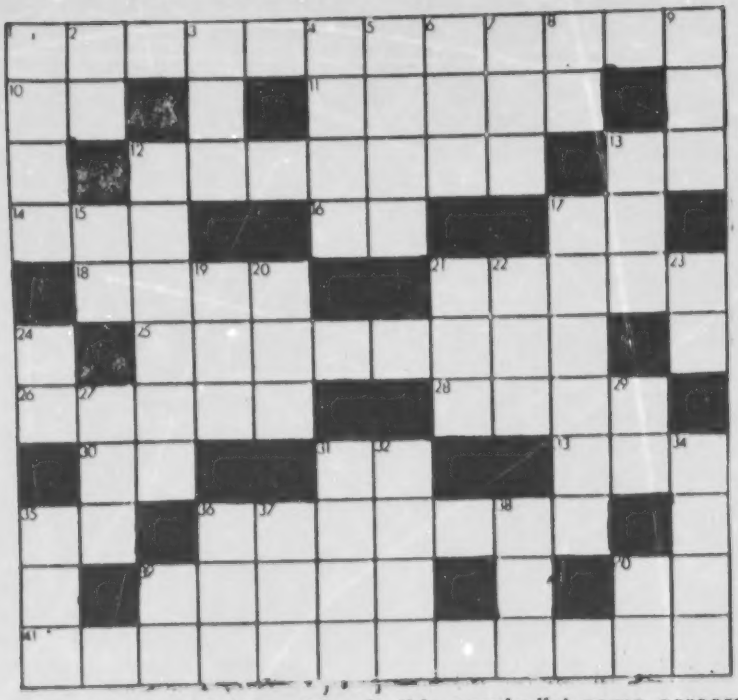
May be used with spelling. See Situation.

MATERIALS

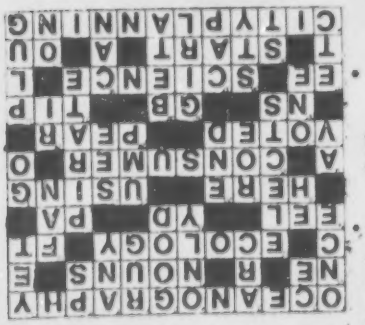
MATERIALS

149

JOBS OF THE FUTURE



The five starred (*) entries in this puzzle list some careers that will be important in the years to come.



ACROSS

*1. The scientific study of seas and oceans.
10. Northeast (*abbrev.*).
11. Parts of speech; persons, places, or things.
*12. Study of the environment.
13. Foot (*abbrev.*).
14. Thin, snakelike fish.
16. 36 inches (*abbrev.*).
17. Pennsylvania (*abbrev.*).
18. Opposite of *there*.
21. Making use of.
*25. Helps people become better buyers of goods and services; _____ education.
26. Past tense of *vote*.
28. A fruit; rhymes with *wear*.
30. Nova Scotia (*abbrev.*).
31. Great Britain (*abbrev.*).
33. To pay extra for good service; rhymes with *sip*.
35. The vowels in *feet*.

DOWN

1. One time.
2. Clint Eastwood, actor (*initials*).
3. American Red Cross (*abbrev.*).
4. Sole; "You are my __ friend."
5. Opposite of *bad*.
6. Carpet.
7. One or more; rhymes with *many*.
8. Post Script (*abbrev.*).
9. Up to now; rhymes with *bet*.
12. Chooses one for political office; rhymes with *selects*.
13. Device used to cool the air.
15. Ernest * Hemingway, writer (*initials*).
17. Robber of ships.
19. Fish eggs; same sound as *row*.
20. To finish; rhymes with *send*.
21. Umpire (*abbrev.*).
22. To look at; observe.
23. Opposite of *stop*.
24. Average (*abbrev.*).
27. The first number.
29. Rhode Island (*abbrev.*).
31. Young female.
32. The word *alphabet* comes from the Greek words *alpha* and _____.
34. Connects electric cord to a socket; rhymes with *drug*.
35. Et cetera (*abbrev.*).
36. Pig's home; rhymes with *spy*.
37. Small hat; baseball __.
38. Metal container for food.
39. Street (*abbrev.*).
40. Opposite of *off*.

*36. Field of computers and data processing is information __.
39. To begin; set out.
40. The vowels in *loud*.
*41. To help improve our urban areas, we need experts in __ __ (*two words*).

GRADE 8-9
SUBJECT English
CLUSTER Miscellaneous
JOB TITLE Avocational
Page 2 of 2

GRADE 9 - A'

SUBJECT Eng. or Am. Humanities

CLUSTER Home Ec. & Consumer Ed.

JOB TITLE Restaurant Manager or Homemaker

ACTIVITY - Purchasing a Dishwasher theough comparison shopping.

I. SITUATION

Following a discussion of consumer awareness, of performance, and cost of major appliances to avoid pitfalls, students will study Consumer Reports and Consumer's Research to select a dishwasher.

CONCEPT

Analysis of need and performance. Problem solving.

PERFORMANCE OBJECTIVE

The student will select a dishwasher which best fits his/her stated needs and fulfills the highest standards stated in Consumer Reports and Consumer Research. Defend decision by giving evidence from Consumers.

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II. STEPS

1. Decide which type of dishwasher best suits the needs: Portable, built-in, or under counter, convertible.
2. What are the necessary needs we wish to meet - sterilization, noise level reasonable, etc. cost of operation - loading - construction.
3. Discuss ratings - what they mean.
4. Student should be given the pages from Consumers on ditto which provide the necessary information .
5. Decide which dishwasher is the best purchase and defend decision.

RECOMMENDATIONS

MATERIALS

Consumer Reports
Consumer's Research

MATERIALS

GRADE 9-A

SUBJECT Eng.

CLUSTER Home Ec. & Consumer Ed.

JOB TITLE Home Economist, Homemaker, Researcher

CONCEPT
Fact finding and evaluation of evidence.

PERFORMANCE OBJECTIVE

The student will determine the advisability of using dr, vegetable protein (15%) to stretch ground meat by comparing the loss in weight and texture against pure ground beef loaf after cooking.

ACTIVITY - Comparison of Vegetable protein meat loaf with pure ground beef.

I. SITUATION

Given equal amounts of all ingredients for meat loaf, students will prepare two to compare the flavor, texture, & weight.

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II. STEPS

1. A Home Economist's duties could be discussed as well as a homemaker's responsibility to fix palatable, as well as inexpensive meals.
2. Ask students if they've tried ground beef substitutes and what their impressions are.
3. Conduct experiment using equal parts of the ingredients listed under materials with 1 lb. ground beef; then with 1 lb. ground beef and vegetable protein (15%) mixture. Cook 45 min. at 350°.
4. Weigh the drippings and the loaves. Let other students taste for palability.
5. Review evidence. In a scientific study, the combination loaf turned out to be a much better choice as far as loss was concerned. However, increasing the vegetable protein to 30% reduced the palability significantly. They could do another study to determine this.

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RECOMMENDATIONS

While some students are working on one of the other activities, half of the class or a few students could do this.

MATERIALS
Mile, bread, celery, egg, meat, onion, Worchestershire, Dry Vegetable protein

MATERIALS

GRADE 9-A3

SUBJECT English & Am. Humanities

CLUSTER Home Ec & Cons. Ed.

JOB TITLE Chef, Cook, homemaker - also Assistant or worker in rest home

CONCEPT
Following instructions. Relating to the elderly.

PERFORMANCE OBJECTIVE
The student will prepare a dish assisted by a member from XYZ (Extra Years of Zest) or other elderly person, which is eaten by a particular minority group being studied. (To be shared by class).

ACTIVITY

I. SITUATION - Working with the Elderly, Learning to Cook a Particular Monority Group's food.

Soliciting help of the elderly in learning to prepare dishes especially enjoyed by a particular group.

II. STEPS

1. Discuss various ways we learn about making new foods - restaurants, recipes from friends, relatives, etc.
2. Ask about prerequisites for a good cook.
   A. Care in preparation, following instructions.
   B. Experience may be mentioned - why?
3. Who do they know as the best cooks. Grand mother may be - so we should learn from past experience, pass down knowledge.
4. Ask them to contact an elderly woman, or man who likes to cook or contact XYZ for people who would be willing to help us learn to make new or old dishes from their own culture.
5. Invite these people in to share in a food testing party.

RECOMMENDATIONS

Use only for those students who volunteer. Money & desire is a consideration.

MATERIALS
Will vary.

MATERIALS

GRADE 9 - A4

SUBJECT Eng. & Am. Humanities

CLUSTER Home Ec. & Con. Ed.

JOB TITLE Chef, restaurant worker

CONCEPT
Relating knowledge of ethnic groups foods to individual new ideas. Inventing recipes.

PERFORMANCE OBJECTIVE
The student will write the ingredients and make a special sandwich based on the knowledge he/she has gathered about a particular group's eating preferences.

ACTIVITY

I. SITUATION - Inventing sandwiches using ingredients favored by ethnic groups studied.

Given study of group's preferences for particular foods, students will be asked to devise a "sandwich" in keeping with one group's likes.

II. STEPS

1. After studying various minority groups & their favorite foods during the year, briefly review some of the material learned.
2. An example of a basic food of the Mexicans is the Tortilla; a Jewish favorite, is the Bagle.
3. Ask students if it would be possible with this knowledge, to devise a special "sandwich" for a representative group.
4. A Bagle, slices in two and spread with Jewish favorites might be an example; or a Tortilla using either ground peppers or avocados as part of a spread.
5. Each student will construct and write down the ingredients for his/her "ethnic" sandwich to be shared with a group of students. Some may wish to make a large sandwich together.
6. Put a sample recipe listing ingredients and directions on the board as an example.

RECOMMENDATIONS

Use toward end of year after all groups have been studied.

MATERIALS
Cook books, recipes of different minority groups.

MATERIALS

GRADE 9-A[5]

SUBJECT Language Arts

CLUSTER Home Ec. & Consumer Ed.

JOB TITLE Textile Worker

CONCEPT

Technological advancements have changed job requirements.

PERFORMANCE OBJECTIVE

The student will produce a small accessory item of clothing.

ACTIVITY

I. SITUATION

In discussing the Industrial Revolution, discuss with students early method of weaving, as compared to modern textile production.

II. STEPS

1) Discuss with students early weaving techniques and use of hand loom.

2) Have students construct or borrow simple hand loom, on which he will produce a small article or accessory of clothing (belt, purse, nead-band).

3) Have student explain to class techniques used in weaving on hand loom and demonstrate use of hand loom.

RECOMMENDATIONS

MATERIALS

MATERIALS

9L1

GRADE 9 - B'

SUBJECT English & Am. Humanities

CLUSTER Industrial Arts

JOB TITLE Woodworker*

* anyone involved in industry must know about abrasives

CONCEPT

organization
sequencing
vocabulary (specialized)

PERFORMANCE OBJECTIVE

The student will construct a basic form of abrasive paper.

Terms:

electrocoat-new process production of modern abrasives
silicone carbide (manmade)
garnet
aluminum oxide (manmade)
emery
pumice
lava stone
flint (cheap abrasive)
crocus

ACTIVITY

I. SITUATION

Construction of abrasive paper.

Students are studying construction of colonial furniture and construction of abrasive paper enables relationship between fabrication and finishing. Students will make sandpaper (abrasive paper.)

II. STEPS

1. Students will receive piece of heavy construction paper.
2. Spread glue on surface
3. Select abrasive : 1.sand 2. shale 3. flint (Students collect their own abrasive and crush)
4. Screen or sieve (riddle) material onto glued paper. Dry 24 hrs.
5. Test on wood.

RECOMMENDATIONS

Use in conjunction with J. Adams plan for making colonial furniture & toys.

MATERIALS Variation in materials brings out complexity of development of such products.

paper, glue, abrasive, piece of pine, riddle

MATERIALS

GRADE 9-B 2

SUBJECT Eng. or Am. Humanities

CLUSTER Industrial ARts

JOB TITLE Cabinet Maker

CONCEPT
Operating Router, its uses, need for tool, safety around tools.

PERFORMANCE OBJECTIVE

The student will write a description of a rowter which will enable the reader to visualize the tool and its possible uses.

178

ACTIVITY Description of Tool Router and its Use.

I. SITUATION
The class is shown a Router (perhaps by Woody Chips, the shop teacher). It should be run over a piece of wood to show its operation. The Router is used to make a decorative edge on the wood.
Possibly having an accomplished student perform.
*Use proper safety equipment.

II. STEPS
1. Procure Router and Industrial Arts teacher if possible.
2. Rather than explaining its use, the students should be allowed to observe closely what it looks like and talk about its possible uses as the teacher or prepared student demonstrates.
3. Show molding samples and the finished wood strip or edge.
4. The students then write a description of the tool, its mode of operation, and discuss uses for it.

156

RECOMMENDATIONS

Make relationship to Cabinet Maker's use of rowter; doors, cabinets, tables, & any edges.

MATERIALS
Rowter & various bits, ie., agee, quarter round, fluting, rabbit dove tail); wood and molding samples.

MATERIALS

GRADE 9-B[3]

SUBJECT English and American Humanities

CLUSTER Industrial Arts

JOB TITLE Fiddle-Maker

CONCEPT

Careful reading, following directions

PERFORMANCE OBJECTIVE

The student will successfully construct a washtub bass fiddle to be played in class with other students accompanying or with a record.

RECOMMENDATIONS

Not suggested for entire class. Optional for use with folk music unit in Humanities.

ACTIVITY

I. SITUATION--Constructing a Washtub Bass Fiddle

In connection with the study of folk music, two or three boys will construct the instrument to be played in class for appreciation of ingenuity in development. (Note: Pictures of instrument in Open Highways, pages 315-316.)

II. STEPS (Skim, then read carefully)

1) Turn washtub upside down. Use hand drill to drill a hole through the middle of the tub. The hole should be big enough to fit the large eyebolt. Drill a small hole in the side of the tub for air escape.

2) Put a nut and one of the washers on the eyebolt. Insert the eyebolt into the hole you drilled. On the inside of the tub, put the other washer and nut on the eyebolt so that the bolt is attached tightly to the tub.

3) Saw a ½" deep notch at one end of the broomstick so that it will fit over the rim of the tub. Twist a piece of heavy wire above the notch so that the stick can't split.

4) Drill a hole near the top of the broomstick. The hole should be big enough to thread the clothesline through it.

5) Tie one end of the clothesline to the eye bolt. Then pull the other end of the clothesline through the hole in the broomstick.

(continued)

MATERIALS

A round metal washtub, a broomstick, a piece of light clothesline cord about 1/8" thick, 2 steel washers and 2 steel nuts, a small hand saw, hand drill, heavy wire 16" long, 1 large eyebolt about 2½"long & ¼"thick

MATERIALS

GRADE 9-B3

SUBJECT English and American Humanities

CLUSTER Industrial Arts

JOB TITLE Fiddle-Maker

II. STEPS

6) Fit the notch over the rim of the washtub and wedge a small piece of cardboard in the notch to keep the handle steady. Then hold the stick straight up. Pull the clothesline as tight as you can and knot it on the outside of the stick.

7) How it's time to play it!
   a) Hold the tub down by putting your foot on the rim.
   b) Hold the stick with the left hand and plunk the clothesline cord with the right.
   c) When you want to change the sound of the notes, tilt the stick toward the center of the tub. Then move your left hand down to hold the cord (which gets looser) against the stick. The lower you move your left hand, the shorter the cord will be and the higher the note will be.

GRADE 9-B4

SUBJECT English and Humanities

CLUSTER Industrial Arts

JOB TITLE Automobile Assembly Line Worker

CONCEPT

Production

PERFORMANCE OBJECTIVE

Given the essential parts of an automobile, one group of students will demonstrate that an assembly line of workers can construct an auto faster than one person working alone, measured by completion of the project.

ACTIVITY

I. SITUATION

The essential parts of an automobile will be supplied for the student either in the form of wooden blocks, construction paper or model automobile parts. One group of students will be lined up like an assembly line and each will be responsible for one job. They will compete,with one person finding his/her own parts and constructing alone.

II. STEPS

1) Frame assembly
2) Axels
3) Wheels (4 people)
4) Engine and transmission
5) Drive line
6) Body (steering column)
   a) Interior upholstery
   b) Dash panel
   c) Windows
   d) Carpet
   e) Seats
7) Finish

159

181

RECOMMENDATIONS

MATERIALS

Either wooden blocks resembling auto parts or pieces of construction paper to be assembled on heavy paper; model may be used

MATERIALS

160

GRADE 9-B5

SUBJECT English or American Humanities

CLUSTER Industrial Arts

JOB TITLE Art Craftsman

CONCEPT

Art production: sculpture

PERFORMANCE OBJECTIVE

The student will design and construct an Indian symbol or artifact by making an actual product, measured by completion of the product.

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ACTIVITY

I. SITUATION

Given a piece of wood, file and coping saw, the student will design an Indian symbol or utensil.

II. STEPS

1) Design and research.

2) Procure material.

3) Form and shape.
   a) coping saw
   b) file

4) Finish it.
   a) burning
   b) stains
   c) paint

5) Examples: canoe, totem pole, arrowhead, jewelry.

RECOMMENDATIONS

Use with Indian unit.

MATERIALS

Wood, file, coping saw

MATERIALS

GRADE 9-C'

SUBJECT Eng. or Am. Humanities

CLUSTER Arts & Humanities

JOB TITLE Artist or Craftsman

ACTIVITY Wool Painting

I. SITUATION

Introducing beginners in Art (no formal training) to wool painting. An inexpensive way to teach art, design, & composition. Given the materials listed below.

CONCEPT

How to use color value.
Using value to create form.

PERFORMANCE OBJECTIVE

The student will laminate a piece of felt onto cardboard or sturdy backing and will blend 3 color values in a design on the felt.

Criteria: Completion of Project

II. STEPS

1. Laminate any size piece of felt onto cardboard or similar sturdy backing. (The idea is to blend 3 color values in a design on the felt).
2. Place the darkest value of the desired colored wool on the felt first.
3. Extend the wool pieces further apart so the next value may be placed in the open areas to overlap and intermingle the two values.
4. This process should be repeated for the third value which will make a gradual blending of 3 values of any color. Many professional artists use no more than 3 values of any color for any subject in nature.

RECOMMENDATIONS

Can be related to writing in that there is a familiar strain (repetition) but the blending and difference intrigues.

MATERIALS

Pieces of felt
Some skeins of colored wool
Cardboard

MATERIALS

GRADE 9-C 2

SUBJECT Eng. or Am. Humanities

CLUSTER Arts & Humanities

JOB TITLE Art or Antique Collector

ACTIVITY Viewing, Discussing, & Identifying Folk Art

I. SITUATION

After studying the simplicity and values of early America students should be invited to explore various aspects of their art.

CONCEPT

Recognition of Past Art Objects

PERFORMANCE OBJECTIVE

The student will identufy the style of folk art 1776-1876 and give three examples of folk art objects collected today with 100% accuracy.

h81

II. STEPS

1. If possible, ask Bob Auth to come in to display and talk about items from his collection.
2. What does folk art mean to the students? patchwork quilts? signs? figureheads? fountains? weathervanes? hooked rugs?
3. Decorative quality - design became unifying element. People are shown at home, at war, and at church. These were the pictures of the times. Students should be urged to find this out for themselves.

RECOMMENDATIONS

Good with unit of early America and Westward movement

MATERIALS

Objects of folk art, uniforms, etc.
Contact Whitney Museum in N.Y. City for pictures.
Treasury of American Design

MATERIALS

GRADE 9-C 3

SUBJECT English & American Humanities

CLUSTER Arts & Humanities

JOB TITLE Song Writer
Poet

ACTIVITY

I. SITUATION--"Everybody Loves Saturday Night"

Listen to the Nigerian folk song, "Everybody Loves Saturday Night". Sing, beat out rhythm, discuss.

CONCEPT

1) Universality of message in music

2) Identification of main idea

PERFORMANCE OBJECTIVE

Students will sing along and beat out the rhythm of "Everybody Loves Saturday Night". They will locate Nigeria and identify the main idea of the song.

II. STEPS

1) Listen to the song "Everybody Loves Saturday Night".

2) Is the melody intricate or simple?

3) Explain that it was first sung in Nigeria (locate on a map) to celebrate the lifting of a curfew. It became so popular that it was translated into many languages, including Spanish, German, French and English.

4) Ask whether the words, the tune, or the rhythm account for the song's popularity.

5) Bring examples of folk music and explain how the lyrics tell of the life or history of a people.

RECOMMENDATIONS

Can be used with Mexican or Black unit with folk music.

MATERIALS

Record and/or copy of music to "Everybody Loves Saturday Night"; examples of other folk music

MATERIALS

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GRADE 9 - C[4]

SUBJECT Eng. & Am Humanities

CLUSTER Arts & Humanities

JOB TITLE Candle Maker

ACTIVITY

Candle Making

I. SITUATION

While studying the Puritans, various difficulties in their day to day living will be explored. The early lighting for reading will be seen as quite inadequate after reading Witch of Blackbird Pond.

CONCEPT

Understanding hardships in early America. Following directions, steps.

PERFORMANCE OBJECTIVE

The student will describe the making of candles as the early settlers made them. He will list steps.

Upon the satisfactory completion of the candle making unit the student will be able to describe and list in detail with a degree of 90% accuracy the procuedure used by the early settlers in the area of candle making.

981

II. STEPS

1. Providing background through reading on the Puritan life - hardships. Witch of Blackbird Pond will be available.
2. Procure materials needed for candle making (American Handicrafts, if students don't already have).
3. 1" x 2"-6" long - drill 6 holes 1" apart 1/8" in diameter.
4. Tie wicks through holes in 1" x 2" - dip in wax.
5. Out on rack - 2 uprights so they can hang.
6. Immerse in cold water to harden faster.
7. Dip in wax repeatedly until 1" candle is formed.

RECOMMENDATIONS

Book from library (South) on candle making for reference. This activity for small group demonstration.

MATERIALS: hot plate wax pieces of old candles
wicks pan

MATERIALS

GRADE 9 - D

SUBJECT Eng. or Am. Humanities

CLUSTER Business & Office

JOB TITLE Personnel Manager

ACTIVITY Writing Ads for Help Wanted

I. SITUATION

After reading and discussing several ads for help wanted, each student will write his own ads, supplying the information a reader would need who is seeking employment

CONCEPT

Reading and understanding help wanted ads; writing for personnel.

PERFORMANCE OBJECTIVE

The student will write 2 ads listing the necessary information needed to state qualifications and requirements for employment. Will be measured by student's inclusion of material needed.

II. STEPS

1. Discussion of what students need to know about a job before applying or taking an interest in a specific job.
2. Distribute papers.
3. Read "Help Wanted".
4. Ask which jobs interested them and why.
5. What sorts of information are found in the ads?
6. Why is more experience required in some areas than in others? Be specific.
7. Students will each write two ads for jobs they would apply for.

RECOMMENDATIONS

MATERIALS newspapers for each student or one for every 2 students

MATERIALS

GRADE 9 - D[2]

SUBJECT Eng. & Am. Humanities

CLUSTER Business

JOB TITLE Hardware Store Owner and Salesman

ACTIVITY Competition Through Good Business Practice, Good Advertising Technique, Etc.

I. SITUATION

Students will be asked to compete for business given two different methods of operation and philosophies of operating a hardware store.

CONCEPT

Convincing a buyer - selling a store or product.

PERFORMANCE OBJECTIVE

Each student will produce one method (written or drawn) of enticing customers into a hardware store to buy specific items.
Two groups will compete.

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II. STEPS

I. Give students this problem:
Mr. Mauser has just purchased the hardware store he's been working in. He has two problems:
1. Two of the employees are stealing from him. They're respected in the community. He must deal with them.
2. There's another hardware store down the street he must compete with. The owner, Mr. Esterly has a good reputation, but is conservative in his business and rather old-fashioned.

II. Divide students into two groups, Mr. Mauser's store and Mr. Esterly's store. They will draw up an advertisement or a plan to get business for their own store.

Mr. Mauser is extremely innovative. What can he do to put Mr. Esterly out of business? How can he make his store and merchandise more interesting, attractive?

(CONTINUED)

RECOMMENDATIONS

This is excellent prior to reading "The Hardware Man" in Accent p.71.

MATERIALS Get some advertisements from magazines for examples.

MATERIALS

GRADE 9-D 2

SUBJECT Eng. & Am. Humanities

CLUSTER Business

JOB TITLE Hardware Store Owner and Salesman

ACTIVITY

I. SITUATION

CONCEPT

II. STEPS

Mr. Esterly likes the old-fashioned atmosphere: not cash registers, but a wooden cup screwed to a trolley to get change for customers. Doesn't like slick advertising gimmicks, new help (young). He's unwilling to drop the old store fragrance. He's a man with strong ideals - no cutthroat.

PERFORMANCE OBJECTIVE

RECOMMENDATIONS

MATERIALS

GRADE 9 - E/

SUBJECT Eng.

CLUSTER Communications & Media

JOB TITLE Sportswriter, Coach, Statistics or (baseball fan?)

ACTIVITY Reading Baseball Box Scores

I. SITUATION

Given information on baseball abbreviations and explanation, students will study, make comparisons and draw conclusions about a specific game. Optional writing activity following viewing of actual game or videotape.

CONCEPT

Understanding abbreviations in baseball - making comparisons and drawing conclusions.

PERFORMANCE OBJECTIVE

After introducing box score abbreviations and taking a World Series Game as an example, students will answer questions (10 - 20) on how many runs the Dodgers scored, which team won, etc. with 90% accuracy.

(1965 World Series)

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II. STEPS

1. If any boys in class read baseball box scores have them explain how these lists provide a summary of the entire game.
2. Put abbreviations A, AB, BB, ER, H, IP, PO, R, RBI, SO, SS, P, C, 1b, 2b, 3b, lf, cf, rf, or of on board or on ditto and have students try to explain without help.
3. Ask for correct identification. Have them correctly explain assist, at bat, bases on balls, earned runs, hits, innings pitched, put outs, runs, runs batted in, strike outs.
4. Pass score book around with a couple of games in it; explain scoring.
5. Put example on board.
6. Give students stats from World Series Game.

(CONTINUED)

RECOMMENDATIONS

Make bulletin board of baseball writeups or any sports articles.

MATERIALS Baseball score book
Data from World Series Game

MATERIALS

GRADE 9 - E'

SUBJECT Eng.

CLUSTER Communications & Media

JOB TITLE Sportswriter, coach, statistics or (baseball fan?)

CONCEPT

PERFORMANCE OBJECTIVE

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ACTIVITY

I. SITUATION

II. STEPS

Use 7th game of 1965 World Series if you want to use these specific questions; However any game may be used.

QUIZ:

What does RBI mean?
How many runs did the Minn. Twins score?
In the RBI column, how many runs did the LA Dodgers score?
Which team won?
What was the score?
Who batted in the runs?
Find the player Wills. What position did he play?
How many times was he at bat?
Did he get any hits?
Find Rollins and Valdespino. a and b means they were sent in to bat for someone else. How did Rollins do as a pinch hitter?
In what inning did the Dodgers score their runs?

RECOMMENDATIONS

MATERIALS

GRADE 9-E 2-

SUBJECT English

CLUSTER Communications & Media

JOB TITLE Television Newsman or Reporter

CONCEPT

Occupations having specialized vocabulary: need for and understanding as it relates to a television newsman.

PERFORMANCE OBJECTIVE

Students will decide which words relate to nine occupations given them from lists of 48 words to 90% accuracy. They will also make a list of five words which they have heard in two television interviews (specialized vocabulary words).

ACTIVITY

I. SITUATION--Matching Occupations and Specialized Vocabulary

After watching at least two television interviews and perhaps having a television reporter talk, the desirability for wide vocabulary on his/her part can be discussed. Then follow up by listing words for occupations.

II. STEPS

1) Discuss need for specialized vocabulary in five occupations: doctor, lawyer, engineer, accountant and cook or chef.

2) Have students give words related to each.

3) Discuss problems of the television reporter in interviewing people in various occupations.

4) Watch two interviews on television.

5) List five words considered specialized.

6) Have a reporter come to class, if possible. (Newspaper man could be substituted.)

7) Distribute Special Vocabulary Worksheet on the next page.

RECOMMENDATIONS

Two days (at least).

MATERIALS

Videotape of television interviews

MATERIALS

GRADE 9-E 2

SUBJECT English

CLUSTER Communications & Media

JOB TITLE Television Newsman or Reporter

ACTIVITY

Special Vocabulary Worksheet

Certain occupations may have specialized vocabularies. Listed below are words related to occupations or areas of specialization. Below each group of words are the names of occupational fields. Write at least three words on the line after each occupation.

percussionist	fracture	cardiac
crescendo	concert	protoplasm
portrait	kiln	macrame
concussion	frescoe	opaque

science and medicine _____

art _____

music _____

polo	transistor	slalom
grand slam	alpine & nordic	assignment
antenna	aerial	meter
grammar	computer	telebook

sports _____

education _____

radio & TV _____

rev	husbandry	horticulture
diesel	datum	row crop
editorial	section	schedule
typesetter	journalism	tare

transportation _____

agriculture _____

newspapers _____

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GRADE 9 - F

SUBJECT Eng. or Am. Humanities

CLUSTER Recreation

JOB TITLE Camp Counselor or Summer Recreation Guide

ACTIVITY Visitation of Youngsters & Participation of them in Student's Activity

I. SITUATION

Following discussion of traits necessary for work with young children and listing things which interest different age groups, students will bring younger brothers and sisters or neighbors in to demonstrate an activity with youngsters.

CONCEPT

Development of activity for children.
Working with children.

PERFORMANCE OBJECTIVE

The student will write an activity suitable for young children and demonstrate the directions and activity with younger brothers and sisters of students.

II. STEPS

1. Students will be asked to compile together (orally) a list of desirous qualities for people working with children: Patience, friendliness, etc.
2. Based on their own experience they should decide on the type of activity which would be suitable for 2 different age groups, 4 & 5 yrs, and 6 & 7 yrs for example. Ease of instruction, simple rules and participation by all should be stressed. Encourage use of library books as guides.
3. Bring children to school. Everyone should be responsible for working with one child.

RECOMMENDATIONS

At least one day for preparations and one day for visitation

MATERIALS Any variety of books or magazines on games for children (or activities).

MATERIALS

GRADE 9-G

SUBJECT English

CLUSTER Environmental & Control

JOB TITLE Weatherman

CONCEPT

Reading for specific information relating to tornadoes

PERFORMANCE OBJECTIVE

Students will list the prevailing weather conditions for a tornado to form, tell how a tornado moves, tell how it's detected, define S.E.L.S., and tell how they are formed.

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ACTIVITY

I. SITUATION

Students will study pictures and information about tornadoes. A weatherman will talk, if available. They will discuss the effects of tornadoes, their causes, detection, etc.

II. STEPS

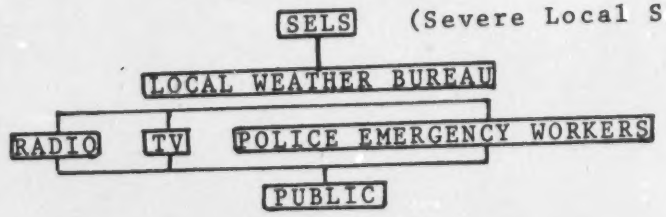
1) Ask pupils to look at pictures of tornadoes; any will do. (Page 268 from Open Highways has five.) Ask what shape the cloud takes.

2) Ask if any have been close to one or have seen the damage from one.

3) Distribute copies of "Whirling Winds" from the following page and draw a diagram of a tornado on the board.

4) Bulletin board:

WARNING SYSTEM:



RECOMMENDATIONS

Scientific methods used to forecast weather could be investigated. A report could be presented.

MATERIALS

Pictures of tornadoes, vacuum cleaner, one copy of "Whirling Winds" for each student

MATERIALS

GRADE 9-G

SUBJECT English

CLUSTER Environmental & Control

JOB TITLE Weatherman

WHIRLING WINDS

There are only a few things weathermen know about tornadoes. Before one can develop, a huge amount of cold air, blowing above the earth, meets a lot of warm air. The two air masses crash. Somehow, the cold air gets blown above the warm air and the warm winds struggle to get out of the trap. A huge black cloud forms. A whirlwind starts and air is pushed upward by the swirling motion. The air becomes filled with electricity. Lightning is seen and thunder is heard. The whirlwind in the thundercloud grows until it forms a stronger narrow cloud of its own.

The narrow cloud reaching down to earth is the special sign of a tornado. It is called a funnel by most people.

Sometimes the funnel hardly seems to move, but it may lash out like a whip, wrecking wherever it touches the ground. The whirling winds probably cause the hideous noise of the tornado.

The center of the funnel is almost without air. In other words, it is a vacuum. You know how a vacuum cleaner picks up dirt (observe demonstration); that is the way the tornado works, picking up roofs, cars, and houses.

Many things picked up by the tornado may be set down unharmed miles away. Sometimes the objects are twisted and broken or never found at all. Once a man was blown into the air and wrapped in wire fence. He was alive and able to tell the story. Tornadoes have set heavy iron weights on glass without breaking it; they have pulled all the feathers from chickens and left them alive. Once a kerosene lamp was carried off and was still burning when it was found.

Tornadoes have much more force than hurricanes. They have broken instruments that recorded them at 300 mph and may reach 800 mph. Luckily, a tornado's path is often only as wide as a street and it is over in 15 or 20 minutes.

Forecasting the Tornado: The job of forecasting the tornado is done at the U. S. Weather Bureau's Severe Local Storm Forecast Center (S.E.L.S) in Kansas City, Missouri. Information is sent there from radar stations, weather balloons, weather satellites and observation stations on the ground. The information is analyzed to predict where a tornado will develop. When it is detected by radar, warnings are sent out to tell where it may hit.

GRADE 9-I

SUBJECT English or Am. Humanities

CLUSTER Manufacturing

JOB TITLE Designer, Engineer

CONCEPT

Propulsion

PERFORMANCE OBJECTIVE

The student will construct a mouse trap powered vehicle to be raced against another vehicle powered the same way. Any materials may be used, but only gears-no ball bearings. To be raced 15 meters

ACTIVITY

I. SITUATION - Construction of Mouse Trap Powered Vehicle

Given the background of the early automobile industry and the difficulty faced in propulsion of cars, present the students with the problem of a mouse trap powered vehicle.

II. STEPS

1. Present the above problem.
2. Discuss possibilities for materials used in construction.
3. Stipulate no ball bearings - only gears.
4. Define gears.
5. Must be powered by mouse trap.
6. Upon completion, race said vehicle 15 meters.

Not recommended for entire class, only those interested.

RECOMMENDATIONS

To be used primarily in conjunction with "Stanley Steamer" story and assembly line production activity.

MATERIALS

Pop Cans
Mouse Traps
Anything
Wheels

MATERIALS

GRADE 9-J

SUBJECT English

CLUSTER Transportation

JOB TITLE Ticket Vendor or Ticket Agent

CONCEPT

Time relationships, interpreting a schedule

PERFORMANCE OBJECTIVE

The students will correctly determine departure and arrival times, as well as correct train to take, on two tables.

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ACTIVITY

I. SITUATION--Reading a Railroad Schedule

Accuracy in reading schedules is to be stressed for any ticket agent. Ask an agent to come to class to speak and give an example of a schedule. Point out the importance of congeniality: polite manner in dealing with the public.

II. STEPS

1) Look at the sample train schedule below. In the far left column are the names of the stations where the trains stop. By reading across the columns from each station, you can see what times the trains stop there. If a particular train does not stop at a station, there is no time in that column under that train number. The last column tells how many miles the train has traveled.

TABLE #1

Train No.	117	125	129	136	Miles
Homer		8:40	11:19	1:05 pm	0
Haverford		8:55	11:34	1:20 pm	10
Roth		9:07	11:46	1:32 pm	18.6
Chanute		9:37	12:16 pm	2:02 pm	53.6
(Note: All times a.m. unless indicated otherwise.)					

2) Follow the five steps on the next page to see how Paul, who lives in Homer, decides which train to take to get to an interview in Roth at noon.

(continued)

RECOMMENDATIONS

MATERIALS

MATERIALS

GRADE 9-J

SUBJECT English

CLUSTER Transportation

JOB TITLE Ticket Vendor or Ticket Agent

ACTIVITY

II. STEPS

2) a) Read down the list of station names on Table #1 and locate the Roth station. Draw a circle around the name of that station on the sample train schedule.

b) Read across the columns to the Roth station. Find a train that stops at Roth at the best time for the noon interview. Draw a circle around that time.

c) Read up the column to find the number of that train. Draw a circle around that number.

d) Locate the Homer station on the list of station names. Draw a circle around the name of that station.

e) Read across the columns next to the Homer station. Find out what time train number 129 leaves the Homer station. Draw a circle around that time.

f) How many miles will Paul travel from Homer to his job interview in Roth?

g) Paul must take train number _____ that leaves Homer at _____ and arrives at Roth at _____.

3) Refer to Table #2 for Roxanne, who lives in Park Forest. Roxanne plans to take the train to Henderson to have dinner. Dinner will be at 6:30 p.m. What time will Roxanne's train leave Park Forest?

TABLE #2

Train No.	127	135	139	145	159	168	Miles
Grand Station	6:25	8:30	11:05	3:55*	5:14*	7:32*	0
Johnson St.	6:33	8:38	11:13	4:03*	5:21*		3.1
Smith		8:44	11:19	4:09*	5:29*	7:46*	6.4
+Greensborough		f8:46	f11:21	f4:11*	f5:35*	f7:48*	8.2
Rand	6:43	8:48	11:23		5:39*	7:50*	9.0
Park Forest	6:46	8:51	11:26	4:16*	5:42*		10.2
+vBrookside	6:49	8:54		4:19*	5:45*	7:56*	11.3
Grove Village		8:58	11:33		5:49*	8:00*	14.3
vHenderson	6:56	9:01			5:54*	8:03*	16.2
Oakview	f6:59	f9:04	f11:39	f4:29*	f5:57*	f8:06*	17.4
+Sparta		9:08	11:43	4:33*	6:01*	8:10*	20.3
arr.Wyattville	7:06	9:11	11:46	4:36*	6:04*	8:13*	20.9

f = stops here on signal
+ = no agent at this station
v = no baggage checked here
* = p.m.

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GRADE 9-K

SUBJECT English

CLUSTER Health Occupations

JOB TITLE Nurse-Practitioner

CONCEPT

Terminology

PERFORMANCE OBJECTIVE

The students will demonstrate ability to perform cardio-pulmonary resuscitation on dummy as well as matching definitions to medical terms used in procedure. They must also show 100% accuracy on the four steps identifying the need for CPR.

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ACTIVITY

I. SITUATION

A nurse-practitioner must be familiar with the terminology and steps involved in cardio-pulmonary resuscitation. The students will participate in various activities giving them first-hand knowledge of problems and skills of the job.

II. STEPS

1) Ask a nurse-practitioner or nurse to talk to students about the role they play, particularly in emergnecy care. Show film.

2) Stress identification of problem as the first step to solving any situation. Have students give examples.

3) The four steps which indicate need for CPR are:
   a) stopped breathing
   b) heart stopped
   c) pulse absent, blue (carotid)
   d) pupils dilated

4) Instruction on:
   a) opening airway
   b) breathe
   c) circulation

5) Each student will perform the technique.

RECOMMENDATIONS

MATERIALS

Film: "Pulse of Life" (American Heart Association), lecture and slides, Resuscitation Annie

MATERIALS

GRADE 9 - L'

SUBJECT Eng.

CLUSTER Public Service

JOB TITLE Politician, Statesman

ACTIVITY Writing Euphemisms - Influencing Thought

I. SITUATION

Following discussion of attitudes toward politicians ask about who they'd call a statesman (Kissinger) and the difference between the two. The important thing to establish is the reason why politicians believe duplicity is sometimes necessary which should lead into discussion of their specialized vocabulary & euphemisms.

CONCEPT

Recognizing the need for using the proper word to facilitate understanding and communication.

PERFORMANCE OBJECTIVE

The students will list 10 euphemisms for a given list of words. They will explain the difference between politician and statesman and define connotation. (90% accuracy)

II. STEPS

1. Begin by asking why a politician would rather be called a statesman.
2. What connotation does politician have?
3. Explain that denotation is the referent of the word - simply what the word means to all, desk, table, etc.; but connotation has to do with shades of meaning (good, bad)
4. Which would a doctor rather be called? (put on board) a. physician b. medic c. sawbones
5. When a word acquires an unpleasant connotation, the process of euphemism sets in to brighten the picture. It's a better sounding word used in place of one which is too harsh or direct, example: Ask students for euphemism for death (passing away).

(CONTINUED)

RECOMMENDATIONS

MATERIALS

GRADE 9 - 12

SUBJECT Eng.

CLUSTER Public Service

JOB TITLE Politician, Statesman

ACTIVITY

I. SITUATION

CONCEPT

PERFORMANCE OBJECTIVE

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II. STEPS

6. Why do we use euphemism for job titles?
   a. Who is a sanitation engineer? b. a custodial engineer? (janitor)
7. Rather than calling Howard a cheapskate, a politican, for example, might say he is .....(frugal, a careful spender)
   Rather than being a compulsive liar he is ..... (a person with a vivid imagination)
   A politician might say Jack drives a hard bargain rather than ... (Jack would sell his own grandmother)
8. With prior preparation give the following quiz: Supply euphemisms for these words:

garbage	refuse
old man	elderly, senior citizen
crippled	handicapped
janitor	custodian
dead	deceased
concentration camp	relocation

RECOMMENDATIONS

MATERIALS

GRADE 9-12

SUBJECT English

CLUSTER Public Service

JOB TITLE Judge

CONCEPT

1) Listing, providing evidence, separating fact from conjecture

2) Speech for persuasion

PERFORMANCE OBJECTIVE

Given a police report on an automobile accident, the students, simulating a courtroom situation, will be able to list the evidence to be considered and reach a verdict justifying their conclusion.

ACTIVITY

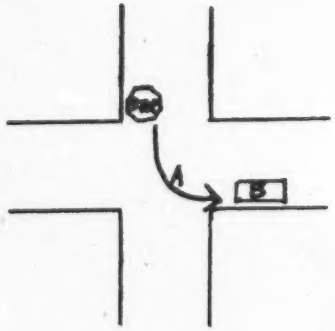
I. SITUATION--Courtroom Role-Playing

A courtroom setting will be simulated, the students selecting the judge. The students will be given (orally) the information from a police report involving a traffic accident. (This may vary; it may be a robbery or something a little more exciting.) Technically, each person will ultimately be a judge.

II. STEPS

1) Serving as the police officer first upon the scene, one student will relate what he saw, drawing the position of each car on the board. (He must be given the information prior to the presentation.)

2) The driver of vehicle "A" claims to have hit a parked car "B" as he pulled out from a stop sign. The cause of the accident is listed as "an explosive, unexpected sneeze".



3) The questioning of the judge should follow these lines:

a) Had you been bothered by sneezing attacks prior to the accident?

b) What exactly happened, mechanically, when and before you hit the car?

c) Where were you coming from and going to?

(continued)

RECOMMENDATIONS

May be used as follow-up to 7th grade police reports and 8th grade lawyer or without either.

MATERIALS

Blackboard, police report

GRADE 9-L2

SUBJECT English

CLUSTER Public Service

JOB TITLE Judge

II. STEPS

4) The answers may be:
   a) Yes, I've apparently developed an allergy.
   b) I had stopped on the way because of the sneezing. I assumed that the attack had passed.
   c) After pulling out from the stop sign by St. Luke's, I sneezed uncontrollably, stepping on the accelerator, by accident.

5) Note: Findings may vary, but a logical conclusion would be that the man should not have been driving knowing he was bothered by such a condition. (Taken from an actual case.)

GRADE 9 - M

SUBJECT Eng. or Am. Humanities

CLUSTER Agr. & Natural Resources

JOB TITLE Farmer

ACTIVITY Building Page 1 of 2

I. SITUATION

Reading of 2 stories about farm life; speaker on farming today

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CONCEPT

Reading for understanding.
Comparison (of past to present)

PERFORMANCE OBJECTIVE

Following two readings about life on the farm in the 20's & 30's, the students will learn about present day farms and compare the two in a composition citing at least two basic differences.

205

II. STEPS

1. Following discussion of hardships of farm life in the 20's & 30's introduce the story "Split Cherry Tree" p.157
2. Discuss the difficulties the boy had to face in 2 different worlds - that of school and that of the farm. What were his duties? His father's attitude?
3. Introduce "A Day's Pleasure"
4. Discuss the role of the farm wife and the husband's attitude toward her. Why does he appear so insensitive?
5. Give quiz on farm terms:
   1. For what purpose is a trough used? (to feed & water cattle)
   2. What is a heifer? (a young cow that has not borne a calf)
   3. What does it mean when someone says "he laid back in the traces"? (He leaned back in the harness so he would not have to pull his share of the load)

(CONTINUED)

RECOMMENDATIONS

about 4 class periods

MATERIALS Accent
American Dream in Literature
Videotape of Grapes of Wrath

MATERIALS

GRADE 9 - M

SUBJECT Eng. or Am. Humanities

CLUSTER Agr. & Natural Resources

JOB TITLE Farmer

ACTIVITY Page 2 of 2

I. SITUATION

CONCEPT

II. STEPS

4. What is fodder? (Feeds usually stored to feed later - dried corn, hay, straw, preserved feeds)

PERFORMANCE OBJECTIVE

6. Following the quiz, have a modern-day successful farmer speak to the group on farming today - the machinery, the terminology, the problems financial & otherwise.

7. Have students write comparing farming in the 20's and 30's to farming today.

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RECOMMENDATIONS

MATERIALS

GRADE 9 - N

SUBJECT Eng. & Am. Humanities

CLUSTER Marine Science

JOB TITLE Oceanographer or
Hydro-lab designer

ACTIVITY Designing or Functioning in a Hydro-Lab Underwater

I. SITUATION

Students will be given two problems to deal with. Either they may design a lab for use in study underwater, or they may explore living and working with each other in an unnatural situation.

CONCEPT

Human relationships in a restricted environment (dealing with stress).
Problem solving.

PERFORMANCE OBJECTIVE

The student will design a hydro-lab for use in underwater study or explore the important behavioral factors in the interaction of a team isolated for underwater study in writing.
Criteria: citing of at least 3 possible problem areas and possible solutions

II. STEPS

1. Explore the uses of an underwater lab:
   a. behavior and effects of submerged oil pollutants on the ocean floor.
   b. food sources (animal & vegetable)
   c. ecological balance
   d. sea tornados, etc.
2. Design 1 aspect of such a lab - openings, viewers, etc. or the lab itself; or
   Write a paper discussing the problems faced by men confined for a period of time, perhaps with one or two other people. Their behavioral as well as physical adjustments should be cited.

RECOMMENDATIONS

For last unit in Am. Humanities exploring possibilities for the future through the exploration of the sea.

MATERIALS information from Dames & Moore or the Federal Government on projects conducted off Grand Bahama Island.

MATERIALS

GRADE 9-0'

SUBJECT Reading or English

CLUSTER Marketing and Distribution

JOB TITLE Money Management

CONCEPT

Making students aware that money management is important to their way of living.

PERFORMANCE OBJECTIVE

Given an annual income of $7,000, the student will demonstrate, by doing money management problems, using newspapers, telephone interviews and other related media that he/she can manage within the stated income. This will be measured by a paper stating that he/she can stay within the income and supply the essential needs.

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ACTIVITY

I. SITUATION

The student will make up a budget worksheet, staying within a desired income and defending the choices of expenditures.

II. STEPS

1) Discuss the reasons for planning a budget. Discuss possibilities for insurmountable debt if one isn't followed.

2) Compile a list of essential items in a budget:

a) housing costs
b) food
c) insurance
d) medical costs
e) entertainment
f) contributions
g) clothing
h) gifts
i) education
j) transportation
k) furniture
l) personal
m) savings

3) Distribute newspapers.

4) Given $7,000, the student will use ads to determine cost of each item in budget, listing source.

5) He/she may also telephone car dealers, insurance agents, etc. to determine monthly rates and interest rates.

6) Paper must be turned in demonstrating ability to stay within the given budget while supplying the agreed-upon essentials.

RECOMMENDATIONS

Plan at least two class periods for the activity.

MATERIALS

Newspapers

MATERIALS

GRADE 9 - 0[2]

SUBJECT Eng.

CLUSTER Marketing & Distribution

JOB TITLE Advertising Writer

ACTIVITY Discussing Names & Ideas That Sell

I. SITUATION

Collect advertising; explore the most popular names and letters they're composed of, as well as the ideas used to sell products.

CONCEPT

Selling a name and/or a product through language use.

PERFORMANCE OBJECTIVE

The student will identify explosive consonants b's, t's, d's and k's in products such as soaps and toothpastes and soft sounds s, ch & z in soft sell feminine messages. They will list five products whose advertisers appeal to science.

II. STEPS

1. Have students bring material listed.
2. Decide what they think advertisers magic 7 words are (new, improved, white, mild, refreshing, relief) by reading some of the claims.
3. Make a list of soap names and toothpaste names (Dove, Comet, Dial, Crest, etc.) They should notice the explosive consonants.
4. Now list those that appeal to women (Caress, Lux); soft sounds appear
5. Have students keep track of products appealing to science using doctor's "testimonials", secret ingredients and simply those with scientific names (Noxzema, Kaopectate, Sal Hepatica)
6. Write an ad for a product real or imaginary using the information learned.

RECOMMENDATIONS

MATERIALS soap wrappers, toothpaste containers, ads from magazines, and product containers containing advertising.

MATERIALS

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GRADE 9 - P

SUBJECT Eng. or Am. Humanities

CLUSTER Construction

JOB TITLE Cement Mason (Finisher)

ACTIVITY Learning about a Cement Mason's Tools & Terminology. Problem Solving to Finish a Sidewalk.

I. SITUATION

Using inductive approach, provide students with basic information about the cement mason's tools and his job. Have students decide which steps he would follow and in what order he would use the tools.

CONCEPT

Analysis and problem solving.

PERFORMANCE OBJECTIVE

Given an explanation of the tools of a cement mason and their uses, students will write about how they would finish a sidewalk and in what order they would use the tools.

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II. STEPS

1. Either have a cement mason come into class with his tools or borrow some.
2. Ask if anyone knows what concrete (cement is a misnomer) consists of (sand, gravel, cement, & water).
3. Have students estimate the number of uses for concrete and give example.
4. Present various tools, in any order or draw and describe.
   a. jitter bug - basic tool also called tamp which describes what you have to do with it - tamp freshly poured concrete to level it and submerge rocks. It is a screen attached to 2 rods with handles.
   b. floats (of all kinds) - the bull float is a long handled device. The bottom is made of wood or magnesium 3'-6' long, 1½"-2" deep which is attached to a long handle consisting of telescoping parts, thus it will reach out to 20'.

(CONTINUED)

RECOMMENDATIONS

Good with picturesque speech unit - terminology for specific job. For Am. Hum. in Technology unit.

MATERIALS jitter bug, floats, shovel, trowel, darby, come along, moose milk

MATERIALS

GRADE 9 - P

SUBJECT Eng. or Am. Humanities

CLUSTER Construction

JOB TITLE Cement Mason (Finisher)

ACTIVITY

I. SITUATION

CONCEPT

PERFORMANCE OBJECTIVE

II. STEPS

c. trowels - for last finishing touches on flat work. (Ask what would be considered flat work - highways, floors, sidewalks, drives, dam surfaces)
d. darby - specialized type of float from 2½-7 ft. long.
e. come along - specialized type of hoe to push or pull wet concrete. It consists of a metal blade 2-2½' long. It has a long handle and is used for placing of concrete.
f. moose milk - a bonding agent known by trade name, Daraweld. (Discuss suffix 'weld'.) Enables to do a better job of connecting fresh concrete to old. Don't use in flat work, but in patches and covering finish like columns for interstate (Bring rough finish concrete to illustrate.)

5. Have students write the steps they'd follow and order of tools used to finish a given piece of concrete work.

Later: if any concrete is being laid in the area, take them to watch the process, if possible.

RECOMMENDATIONS

MATERIALS